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MANUAL

FOR

THE ELSON-RUNKEL PRIMER

(REVISED EDITION)

PRESENTING A DETAILED METHOD OF PROCEDURE
FOR THE TEACHING OF READING

BY

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SCOTT, FORESMAN AND COMPANY
CHICAGO NEW YORK

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For permission to use copyrighted material, grateful acknowledgment is made to the Pilgrim Press and to the author for "The Three Rabbits," by Carolyn S. Bailey, from *Little Animal Stories;* and to Milton Bradley Company for "The Birds' Home," by Evelyn Lincoln, from *Half a Hundred Stories.*

NOV -5 1921

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INTRODUCTION

In order to teach reading effectively, some systematic plan or method must be followed which will give beginners the ability to *interpret the thought* of the printed page, and at the same time equip them with independent control of the mechanical problems involved. Such a method, definite and detailed, is presented by the Manuals accompanying the Elson-Runkel Primer and the Elson Readers, Books One and Two.

The Elson-Runkel Method

The Elson-Runkel Method is based on the belief that *interesting content* is the most important factor in learning to read; that the keynote of interest is the story-plot; and that the child's delight in the oral story should be utilized in the very first steps of reading. In consequence, this method provides the child with stories of such nature as will grip his interest and constantly develop his power for connected thinking, by means of incident and plot-structure. Through the use of this *vital content* the method develops the various phonetic elements of our language, one by one, as they are encountered in the story. A content of simple but vivid stories, expressed in a typical child vocabulary, will inevitably contain these phonetic elements, and will bring them to the child in the course of his reading *needs* quite as rapidly as he is capable of mastering them. Moreover, the type words selected from such material for drill purposes will come to him in interesting associations—*as integral parts of real stories.* Contrast the type words found in many primers, doled out to the child in stiff, unnatural sentences, built up merely to develop certain word sounds. In the nature of things, reading material constructed on this artificial basis is certain to lack continuity of thought. Indeed, pages of such primers

may be read almost as effectively by beginning with the last sentence and reading up to the top of the page as by reading in the usual way from top to bottom.

Prepared by the Elson-Runkel Method, the child is eager to master the mechanical difficulties in order that he may read more of the delightful stories provided for him. The important words in the story, rich in meaning to him, he quickly learns to recognize at sight in print or script sentences—a different process from memorizing isolated words merely to drill on some phonetic element. Soon a working vocabulary of printed words is at the child's command, acquired not by painful drill on meaningless forms, but through interesting associations. Thus he is able to read the story he knows and loves. From this point forward, awakened interest and purposeful motive carry him over the formula—from the told story to the reading of the same story in simplified form—with a joy and a growing sense of power to get meaning from the printed page, unknown in a method that subordinates content to memory drill. Throughout, he is eager to master sentences, phrases, and words because they come to him as new forms of a content in which he already has abundant interest. This motive compels him to acquire control of all the problems involved in reading. An important feature of this method is that it economizes effort, not only by utilizing the spontaneous power of interest, but also by developing phonetic elements, *as one by one, they arise naturally in the child's reading.* In this way the motive for mastering difficulties is constantly present, and knowledge acquired is immediately applied, without the painful drill necessary in less vital methods.

A Distinguishing Feature

The distinguishing feature of the Elson-Runkel Method is that by it the child is made thoroughly familiar with the plot of each story, before he attempts to read the text. To accomplish this end,

the teacher tells the fuller story (printed in Parts Three and Four of the Manual), of which the text version is merely a simplified form. This "background of familiarity" provided by the oral story is the most important contribution of the Elson method to the pedagogy of reading. Such a point of departure possesses five distinct advantages:

(1) It enables the child to follow intelligently the thread of the narrative, when he comes to the reading of the Primer text. Without some foreknowledge of the plot action, the beginner is so engrossed in the effort to interpret individual words that he is unable to see clearly the movement of the story.

(2) It develops the power of connected thinking—the ability to grasp the relationship which each sentence bears to the story-incident.

(3) It makes the child thoroughly familiar with the sound and meaning of the words he will later find in reading the text. With this feature in mind, the authors have carefully adapted the oral stories in such a way as to use over and over again the Primer vocabulary. If the child has previously known (orally) a certain word used in the text, his memory of it is thus immediately refreshed; on the other hand, if he has never previously heard the word, he is now made familiar with it, as an integral part of an interesting incident.

(4) It enables the child to see the relationship of each printed word to the sentence-thought, instead of looking upon the word merely as an isolated symbol. This *complete* mastery of the word is insured by the fact that the sentence-thought has already been unfolded to him orally in substantially the same form.

(5) It enriches and illuminates the Primer narrative for the child, by adding a setting and interesting details which cannot be given in the text because of vocabulary limitations.

Pre-Primer Work

The customary preparation for the reading of the Primer selections, before the text is placed in the hands of the child, is fully treated in the Manual, under the heading "PRE-PRIMER WORK." This preliminary training, however, differs from the mechanical drill so prevalent, in that it is based on a group of stories, and the interesting "background of oral familiarity" with which they are associated. These stories, which are to be told by the teacher, are printed in PART THREE of the Manual. They are not the same as the Primer narratives, but are similar to them in theme, and contain the most important words of the early text material. Thus, through the use of the oral story, these fundamental words are thoroughly developed for the child, before he attempts to read the Primer text.

A unique feature of distinct value provides these stories in simplified form as reading material during the Pre-Primer stage. By means of a Pupil's Hand Chart, or child's first book, these stories are presented to the pupil in a thirty-two page booklet, fully illustrated in colors; they are also provided in a Wall Chart of the usual type. This Pupil's Hand Chart, which appeals to the pupil as a "baby brother" of the Primer, adds greatly to the child's interest by giving him a book *early;* it offers opportunity, with a small, inexpensive booklet, to train him in the handling of a book; in type, page-size, and color-scheme it is identical with the Primer, for which it prepares; and the material, which is the same as that of the Wall Chart, lends itself to socialized work. Finally, small groups of beginners can be equipped at a saving over the Wall Chart, owing to the low price of the Pupil's Hand Chart.

In the Pre-Primer work, as well as in the Primer text, the stress is laid on *complete* mastery of the word through its relationship to the sentence-thought. In this connection, it will be noticed that the basis of the preliminary work is *interest through oral*

familiarity. Thus, the Elson-Runkel Method presents, from first to last, a definite and harmonious mode of procedure.

The Pre-Primer work, as outlined in the Manual, covers a period of seven weeks, but varying school conditions may make it desirable for the teacher to modify either the time devoted to this work, or the number of words developed. Teachers who prefer to postpone the introduction of phonetics until the Primer text is begun can readily do so, since all the words developed in the Pre-Primer work appear in the early pages of the Primer.

Preparatory Development of Each Primer Story

When the Primer is placed in the hands of the child, further preparatory work in word-control is given in connection with each story, before the reading of the text is attempted. In this treatment, the words which were not taught in the Pre-Primer work are thoroughly developed from sentences. It will be remembered that the teacher has already told the fuller version of the story, thereby making these words orally familiar to the child. The transition, therefore, from oral to visual interpretation is made natural and simple.

Provision for Silent Reading

Special attention is given in the Elson-Runkel Method to the development of skill in Silent Reading. The following provisions insure a constant growth in comprehension and speed through practice in Silent Reading:

(1) Silent Reading lessons are distributed at intervals throughout the Pupil's Hand Chart and the Wall Chart. (See pages 200, 209, 252 of this Manual, and pages 5, 8, 23 in Chart.)

(2) Twenty seat work lessons (see cards of New Set VII-A) are provided, of such a nature as to bring into action the pupil's play instinct. The Manual suggests the appropriate places for

the use of these cards and offers detailed plan of operation. (See Manual, pages 171, 218, etc.) Similar set of cards, New Set VII-B, is provided for Book I, thus affording continuous practice in Silent Reading throughout the year.

(3) A large number of games (see page 175) are suggested, many of which afford practice in Silent Reading.

(4) The Manual from time to time offers suggestions for additional Silent Reading practice. (See pages 250, 308, etc.)

(5) Further supplementary practice in Seat Work Silent Reading is furnished by the cards of New Set VI. (See page 171.)

Word-Control Through Phonetics

The manner in which the Elson-Runkel Method enables the child to read the interesting content of the Primer has already been made clear. The ability to read a given book, however, is not an end in itself, but merely a foundation for the larger power of controlling new words as they are encountered in more general reading, where the "background of familiarity" is wanting. This larger power, it is universally recognized, comes most easily through mastery of the various phonetic elements of our language. The value of this training lies in the fact that it enables the child to control not only the particular type word chosen to illustrate a given phonetic element, but also all words of the same family wherever found in later reading. A detailed plan for establishing such mastery is carefully marked out by the Elson-Runkel Method. This plan, however, differs from that of prevailing mechanical methods, in that the phonetic elements are taken up as, one by one, they appear in the printed story. Thus the child's immediate reading needs, and not arbitrary, adult opinions, determine the order in which these elements are treated, and furnish the motive for their mastery.

Divisions of the Manual

For the sake of convenience, the Elson-Runkel Method is treated in the Manual under the following heads:

Part One—Practical Suggestions (page 159).

Part Two—Games for Drill (page 175).

Part Three—Pre-Primer Work (page 184).

Part Four—Primer Work (page 284).

Part One discusses certain fundamental points in the teaching of reading which should be given special attention.

Part Two consists of a series of games (for the most part in connection with card devices) for drill in silent reading and in sentence, phrase, and word mastery.

Part Three provides lessons preparatory to the use of the Primer text. It thoroughly develops from parallel oral stories and verse (see pages 186 and 225 for examples) some seventy-three of the most important words found in the early Primer pages, as well as the sounds of certain phonetic elements. Systematic drill upon these fundamental words and sounds is provided through blackboard work, card sets, charts, and games.

Part Four outlines the work in connection with the Primer text. It contains the fuller oral stories upon which the Primer versions are based, and a complete development of these selections, as well as the phonetic elements taught through them.

PART ONE

PRACTICAL SUGGESTIONS

Factors in Reading Ability

Good reading ability is made up of a number of factors, and the teacher should have a clear perspective of the relative values of these factors, as a daily guide in her class work. Obviously, the power to control words comes first. The teacher, however, should remember that word-mastery is merely a means to an end—the interpretation of the *thought* of the printed page. For reading is vastly more than mere word-getting. It is not sufficient that the child can recognize a given word at sight and call it correctly. He must also associate it with its appropriate meaning—it must suggest to him its full content. Finally, reading includes the ability to interpret thoughts in their organized relation to the story, that is, the power of following the plot.

Since thought-interpretation is the ultimate goal of all reading lessons, the teacher should constantly test her pupils to make sure that they have a thorough appreciation of the story-unit.

Aids to Comprehension

Recent studies in silent reading give new emphasis to the fact that *comprehension of thought* is the primary aim in all reading. This fundamental truth has guided the authors in the preparation of the Elson-Runkel Method. Distinct provision is made for the following essential aids to comprehension:

I. Vital Story Content. Interesting stories constitute the most important factor in learning to read. Dr. Edwin B. Huey says, "The child loves a story, loves to get somewhither in what is said, wants an outcome to the discussion." Obviously the story-plot is

the keynote of interest. The Elson-Runkel Primer makes constant use of the child's curiosity in "what is going to happen next"; it is rich in stories having a plot, a series of incidents, and an outcome. A book that ignores the child's interest—his only motive for learning—by failing to provide him with vital story content is extremely wasteful of energy. For interest is the most powerful, impelling force; when it is lacking, its place must be taken by external force. Thus, vital story content that appeals strongly to the child's interest in plot-action is a powerful aid to the development of thought.

II. The Told Story. The child's delight in the oral story should be made use of in the very first steps of reading. Thus the school, beginning its work where the home leaves off and utilizing the capacities which the child brings with him, *builds upon* his previous experience. The use of the told story is the natural point of departure in teaching the child to read, for he has acquired in the home the power to translate spoken words into meaning and to visualize situations described by them. The five distinct advantages gained by the use of the oral story, with its "background of familiarity," are noted on page 153.

III. Page Unity. Not only does the Elson-Runkel Method make use of the oral story as an aid to comprehension, but the story-element has been unfolded in such a way as to make each page of the Pupil's Hand Chart and the Primer a distinct unit. The Primer lessons presuppose that the teacher has first told the children the fuller stories, as given in Parts Three and Four of this Manual. The oral story should be told to the children until a "background of familiarity" for the story-plot is well established. In this oral presentation, the teacher should make each incident stand out clearly, having the pupils track the story with her by means of the pictures in the Pupil's Hand Chart and the Primer. A good plan for testing the children's mastery of the plot is to ask them to give back the incidents of the story in proper order. Chil-

dren will be aided in this work by the fact that each important step in the story is accurately visualized in an illustration, each page of the text dealing with a distinct incident. The page unit forms a convenient basis for the retelling of a part of the narrative by individual pupils.

IV. The Illustrations. The illustrations in the Pupil's Hand Chart and the Primer are an important aid to comprehension. They are not mere decorations, but are so drawn as to present in visual form each step of the narrative. They give, as it were, a complete panorama of the story, unfolding the action pictorially as the text unfolds it through the printed word. So intimate is the connection between text and illustration that pupils may well be encouraged to study the pictures systematically before they begin to read. The teacher will share with the children the enjoyment that comes from this study, directing their attention to points in the pictures that make the story-action vivid. In this way the illustrations will serve their full purpose, enriching the text and aiding the children to gain the complete content of the story.

V. Dramatization. A further aid to comprehension is found in acting or playing the story. Practically all the stories of the Pupil's Hand Chart and the Primer lend themselves to dramatic treatment, thus providing an excellent type of project work. Dramatizing a story makes it *real* to the child and makes his impressions *vivid*. In this way the several incidents are made to stand out distinctly, and the child is enabled to reproduce them in their proper order. For, when the child becomes an actor in a drama he must hold in mind the run of events and do "team work" with others. The teacher should remember that entertainment and show are not the aims, but an accurate interpretation of the story—a better seeing and a keener appreciation. Some of the stories may well be dramatized several times, for this will call into action all the different children, offer opportunity for individual initiative, and strengthen the feeling of unity for the story-whole. If pupils are given a large

part in planning and arranging the dramatic presentation, the value of the exercise will be the greater.

Eye Movement and Phrasing Ability

In reading, the eye moves along the line by leaps or jumps, making pauses by the way. Dr. Huey has pointed out that slow readers read a word at a time, while rapid readers visualize complete phrases, making only a few pauses per line. By scientific tests Dr. Gray has shown that the average number of eye pauses for eight elementary-school pupils rated as good readers was 6.1 per line, while that of nine pupils of like grades rated as poor readers was 10.8. Thus, the ability to take in longer groups of words—phrasing ability—is an important factor in reading efficiency. In oral reading the distance that the eye travels in advance of the voice is called the *eye-voice span.* Investigations show that good readers have a longer eye-voice span than poor readers. In the early grades, where oral reading predominates, the eye-voice span should steadily increase and the number of eye-pauses should decrease.

A simple experiment for showing the eye movement may be made by standing behind the reader and holding a hand-mirror in front of the reader's eyes in such position as will show the eye movement. Indeed, by this experiment one can roughly determine the number of pauses the eye makes per line. Since the eye span affects rate in reading, practice should be given to increase the eye span. Excessive drill on isolated words, so common in phonetic systems of beginning reading, tends to establish the habit of a short eye span, whereas drill on phrases and groups of words tends to develop the habit of a long eye span, so essential to speed and comprehension.

The Elson-Runkel Method makes definite provision for establishing the habit of phrasing. Through the use of flash cards (New Set IV) phrasing practice is given on word-groups of varying length, as they appear in the reading lessons from day to day. This

drill is supplemented by the use of phrase cards (New Set VI) for seat work, with which the pupil synthetically builds up his reading lesson, comparing it with the printed text. This practice is further supplemented by the use of drill cards (New Sets VII-A and B) for silent reading and crayoning. These cards provide tests for comprehension and at the same time supply seat work of an educative kind. These drills, supported by the free use of the blackboard and the Wall Chart, tend to decrease the number of eye-pauses, to increase the reading rate, and thus to aid in thought-getting.

Sentence, Phrase, Word, and Phonetic Development

A complete system of phonetics is worked out in the Elson-Runkel Method, based on the vocabularies of the Primer and the Elson Readers, Books One and Two. The fundamental phonetic elements are thoroughly developed. The Primer Manual treats the various sound elements which enable the child to master the important phonetic words found in the text. (See Parts Three and Four of this Manual.)

Systematic drill should be given on the sentences, phrases, and words listed for that purpose. Advantage should be taken of the phonetic cards and games to make this part of the work enjoyable to the children. The plan provides for two lessons in reading and one separate exercise in phonetics each day. In the Elson-Runkel Method all phonetics are developed from *known words*. Opinions differ as to *when* phonetics may be profitably introduced and as to the amount of *time* that should be devoted to them, but there is common agreement that the phonetics taught should have *immediate bearing* on the reading in hand, and that this training may best be given in a separate lesson. (See *The Twentieth Yearbook* of the National Society for the Study of Education, page 12.)

Reading from the Book

The teacher should make sure that the pupil has the *thought* of a sentence before he attempts to read it aloud. Time should

first be allowed for silent interpretation. This, in connection with the "background of familiarity" previously supplied by the told story, will enable the pupil to read aloud with understanding.

It is well not to allow children to point to the words as they read, for such a habit tends to weaken the feeling for phrase-unity. When they have acquired some power, they should read more than one sentence at a time—a group of sentences, a page, even an entire story. In this way they learn to tell "what it's all about."

The teacher should not fail to show children by example how to read difficult sentences. Indeed, from time to time, she should read entire pages for them. This presentation of a "model" by the teacher should not, however, precede the effort of the pupils to express the same passage.

The Personal Touch

In the use of oral stories, it is desirable to establish a vital connection between the pupils and the selection, for it is the personal touch of interest that counts with children. Recognizing this fact, the authors have chosen for the Elson-Runkel Primer, stories that largely center around characters and incidents that are significant to the normal child through his own experience. The teacher will utilize this basis of personal knowledge by reviving the experiences of the children. This gives a sense of reality to the story and enables pupils to realize in imagination the events they read about.

Children's Limited Experience

It goes without saying, however, that no body of material can be chosen that is wholly based upon experiences common to *all* children. When the teacher finds a story, or an incident in a story, that deals with experiences foreign to some of the children,

it must be made meaningful to them. There are many ways of giving such a passage significance and, therefore, vividness. The teacher recounts experiences of her own that are similar to those described in the story. She has seen what the characters in the narrative saw, or something quite like it; so she tells about it. She may directly, by means of objects, or indirectly, by means of pictures, supply the necessary concrete experience. Whatever method she employs, it is important that she should avoid the common mistake of assuming that the printed name of an object *calls* up to the children its appropriate mental picture, when in fact the word has no significance whatever. A safe maxim for the teacher, here, is "Be sure that the pupils have mental images corresponding to the words they read." City children are particularly limited in their sense training of objects in Nature, and the teacher is in danger of taking it for granted that such children have had experience which in reality is totally lacking.

Suggestions for Supplementary Work

In Parts Three and Four of this Manual, supplementary stories, verses, songs, games, projects, occupational work, etc., are suggested for use in connection with individual stories or story-groups. For convenience, these suggestions have been placed immediately following the Manual treatment of the basic story which they are intended to supplement. This additional material gives variety and enrichment to the work and offers enlarged exercise-ground for establishing the child in the mechanics of reading. At the same time it increases interest through new treatment of a theme that is already familiar.

Before taking up a new story, the teacher should consult the Manual treatment of both the basic and the supplementary stories. She will then be in a position to make her program in the light of all the data offered, drawing upon the supplementary material in the most advantageous way. It is not expected that the teacher

will find time to use all the supplementary material suggested, but rather that selection may be made according to her needs and available time.

Games for Drill

Part Two of this Manual consists of games, suggested as a means of practice in silent reading and of making interesting the necessary drill upon the mechanics of reading. In Parts Three and Four reference is made by number to games in this list that are suited to the particular kind of drill required. These suggestions, however, are merely tentative. The teacher should feel free to draw upon any game in Part Two, whenever it seems suited to her needs.

Supplementary Equipment for Primer

The Elson-Runkel Method is provided with a series of carefully prepared charts and sets of cards that add interest to the work and afford abundant opportunity for practice work in silent reading, and in mastery of sentences, phrases, words, and phonetics. This supplementary equipment consists of the following units:

	PRICE
New Set I—Outline Pictures (9 cards, 18 pictures)	$0.35
New Set II—Letter and Phonogram Cards (69 cards—print and script)	.75
New Set III—Word Cards (295 words, 75 print and script)	3.50
New Set IV—Phrase Cards (phrases and group words)	2.00
New Set V—Seat Work Letter Cards (word builders), per doz.	.60
New Set VI—Seat Work Sentence, Phrase, and Word Cards (12)	.25
New Set VII-A—Seat Work—Silent Reading and Crayoning (10)	.25
Pupil's Hand Chart—Pre-Primer Booklet (32 pages, illustrated in colors)	.12
New Wall Chart—38 pp., illustrated	5.00
Phonetic Chart, A—(30 strips). For use with Book One also	2.00
New Teachers' Edition (Primer)—Complete, detailed manual	1.00

A detailed description of each unit in this list, together with suggestions for its use, follows:

NEW SET I

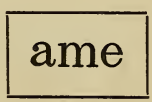
This set consists of 18 large picture cards similar to the small reproduction here given. The cards furnish valuable drill in associating the visible object with its word symbol. Various games (see page 175) are based upon the use of these cards. They also provide excellent models for free-hand cutting. The following list shows the subjects in the order of their use:

1. mother	7. girl	13. bird
2. hen	8. rabbit	14. barn
3. father	9. tree	15. cat
4. dove	10. sheep	16. nest
5. boy	11. house	17. dog
6. cow	12. eggs	18. mouse

NEW SET II

This set contains cards showing all the phonetic elements treated in the Manual, as well as such letters of the alphabet as are not treated. Large print is on one side and script on the reverse. The cards are similar to the small reproduction here shown. The following list shows the complete contents of the set in the order of their use:

1. m	13. sh	25. ee	37. ame	49. ell	61. et
2. b	14. e	26. tr	38. y	50. ed	62. ut
3. s	15. g	27. eep	39. fl	51. ate	63. a
4. l	16. o	28. sl	40. ood	52. ould	64. i
5. c	17. r	29. ove	41. ack	53. ight	65. q
6. d	18. an	30. j	42. cr	54. ook	66. u
7. n	19. t	31. ing	43. ound	55. br	67. v
8. f	20. oo	32. ake	44. ear	56. ill	68. x
9. at	21. ay	33. orn	45. th	57. sn	69. z
10. w	22. gr	34. p	46. en	58. kn	
11. h	23. and	35. ind	47. ig	59. out	
12. ow	24. k	36. ane	48. it	60. other	

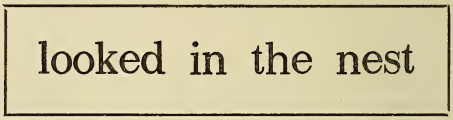


NEW SET III

This set contains 295 cards, including all the 292 Primer words, and the three words *into*, listed in the Manual as combined from *in* and *to*, *peep* from *Bo-peep*, and *good* from *good-bye—in*, *to*, *Bo-peep*, and *good-bye* being words already known earlier. The 73 words developed in the Pre-Primer work appear in both script and print, and words appearing capitalized in the Pupil's Hand Chart are given with both capitals and small letters, as shown in the accompanying reproduction.

This set furnishes excellent material for drill on word-mastery, and for practice in building sentences and phrases; it also lends itself to many of the games listed on pages 175-183. The cards are assembled in a strong box, and are indexed in the order of their use.

NEW SET IV



This set contains 153 of the most important phrases and word groups that are developed in the Pre-Primer and early Primer lessons. The accompanying reproduction shows the appearance of the cards, and the following Index indicates the phrases included in the set:

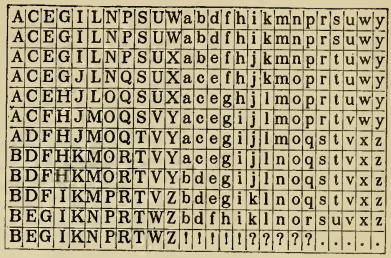
Alice said, 105
are a good girl, 96
are in the nest, 39
are little, 37
are not a good girl, 93
are not good, 60
are wet, 58
are white, 38
boy and girl, 69
can go into the house, 64
can not go, 76
can not play, 61
can play in the house, 65
Can you guess, 131
Come to dinner, 106
Come to me, 129
Come to the barn, 112
could fly, 152
Cows and sheep, 67
day after day, 147
Do not go away, 66
do not like rain, 63

do not like you, 92
do you like milk, 78
flew away, 45
flew from the nest, 142
flew from tree to tree, 153
Fly to me, 11
for me, 134
for you, 135
gave it some milk, 137
gave some milk, 86
gave them milk for dinner, 117
gave them some dinner, 104
Give them some dinner, 103
Go away, 59
has four kittens, 119
Hens and birds, 68
in the rain, 62
is a little dog, 132
is a little nest, 36
is black, 121
is black and white, 118
is in the tree, 17
is like Spot, 123
is not a dog, 133
is not a good rain, 57
is white, 120
I will, 49
I will not, 46
likes her kitten, 136
likes me, 26
likes the bird, 22
likes the bird house, 23
like the cat, 25
like the cow, 30
like the dog, 27
like the dove, 31
like the garden, 97
like the hen, 28
like the sheep, 29
looked in the nest, 149
may go, 88
may play, 71
one bird, 12
one boy, 15
One day, 124
one girl, 16
one tree, 54
One, two, three, 24
ran and ran, 90
ran away, 89
ran into it, 95
ran to the cow, 83
ran to the white cat, 87
said the cat, 52
said the cow, 47
said the dog, 51
said the dove, 53
said the hen, 50
said the sheep, 48
sang and sang, 148
sat in a barn, 73
sat in the nest, 40
sat in the tree, 41
sat on the nest, 141
sat there, 146
saw a bird, 108
saw a good garden, 94
saw a little girl, 91
saw a little mouse, 74
saw a mouse, 114
saw eggs in the nest, 144
saw it, too, 109
saw the cat, 110
saw the kittens, 111
saw the little bird, 8
saw the little boy, 9
saw the little girl, 10
saw the rabbits, 99
see a gray kitten, 122
see a nest, 33
see a tree, 32
sees the bird house, 19

sees the boy, 18
sees the little bird, 21
sees the tree, 20
See the basket, 130
See them play, 102
She said, 42
The bird, 7
the boy, 3
The cat said, 79
The cow said, 85
the father, 2
The father bird, 34
The father said, 43
the girl, 4
the house, 6
The little birds said, 44
the mother, 1
the mother bird, 35
The mother said, 101
The mouse said, 75
the tree, 5
the white rabbits, 100
three eggs, 56
three houses, 14
to find a dinner, 77
two birds, 55
two trees, 13
was a little nest, 138
was in the nest, 143
was wet, 125
went into the house, 127
went to sleep, 128
went to the barn, 113
went to the house, 115
were blue, 145
were in the nest, 151
were in the tree, 140
were pretty birds, 139
were wet, 126
We said, 116
what they saw, 150
will find a dinner, 107
will fly to the tree, 70
will give me milk, 81
will give the milk, 82
will go to the cow, 80
will not wet you, 72
will play in it, 98
will you give me milk, 84

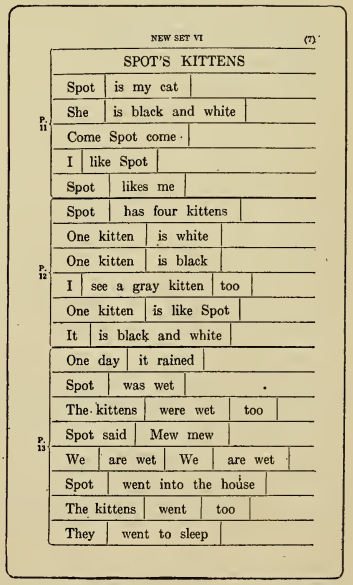
NEW SET V

These seat work cards consist of all the letters of the alphabet, both capitals and small letters. The letters are to be cut apart and used for word-building. See accompanying reproduction of cards.

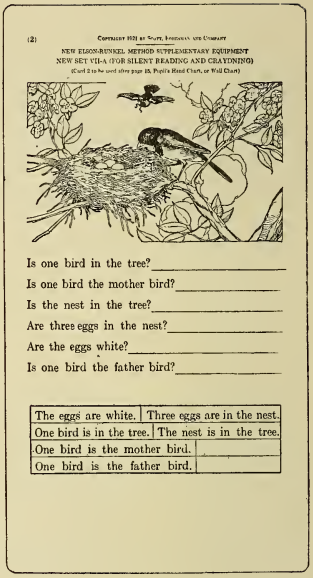

A C E G I L N P S U W a b d f h i k m n p r s u w y
A C E G I L N P S U W a b d f h i k m n p r s u w y
A C E G I L N P S U X a b e f h j k m n p r t u w y
A C E G J L N Q S U X a c e f h j k m o p r t u w y
A C E H J L O Q S U X a c e g h j l m o p r t u w y
A C F H J M O Q S V Y a c e g i j l m o p r t v w y
A D F H J M O Q T V Y a c e g i j l m o q s t v x z
B D F H K M O R T V Y a c e g i j l n o q s t v x z
B D F H K M O R T V Y b d e g i j l n o q s t v x z
B D F I K M P R T V Z b d e g i k l n o q s t v x z
B E G I K N P R T W Z b d f h i k l n o r s u v x z
B E G I K N P R T W Z ! ! ! ! ! ? ? ? ? ? . . . . .

NEW SET VI

Seat work practice in building various stories that appear in the Pupil's Hand Chart and the Primer is provided by the cards of New Set VI. Each card, with the exception of 8, 9, 11, and 12, contains an exact reproduction of some Hand Chart or Primer story. Pupils first cut apart the complete sentences, then cut these sentences into their phrase or word-group divisions, and last (in certain cases) cut apart individual words. As a final step, the pupil rebuilds, from the cut-apart strips, the various page units of the stories, using the Hand Chart as his model. This affords seat work exactly paralleling the Manual development of these stories. When the pupil has completed the lesson, he should place the small strips that have been cut, in an envelope, marked with the title of the story. The strips may then be used again for later review work, or for another class the following year.


NEW SET VI (7)
SPOT'S KITTENS
Spot | is my cat
She | is black and white
P. 11
Come Spot come
I | like Spot
Spot | likes me
Spot | has four kittens
One kitten | is white
One kitten | is black
P. 12
I | see a gray kitten | too
One kitten | is like Spot
It | is black and white
One day | it rained
Spot | was wet
The kittens | were wet | too
Spot said | Mew mew
P. 13
We | are wet | We | are wet
Spot | went into the house
The kittens | went | too
They | went to sleep

NEW SET VII-A


(2)
NEW ELSON-RUNKEL METHOD SUPPLEMENTARY EQUIPMENT
NEW SET VII-A (FOR SILENT READING AND CRAYONING)
Is one bird in the tree?
Is one bird the mother bird?
Is the nest in the tree?
Are three eggs in the nest?
Are the eggs white?
Is one bird the father bird?
The eggs are white.
Three eggs are in the nest.
One bird is in the tree.
The nest is in the tree.
One bird is the mother bird.
One bird is the father bird.

This set furnishes valuable seat work practice for developing both comprehension and speed in Silent Reading. The questions and answers on each card are so phrased as to contain only words that have been developed previous to the time when the card is to be used. The plan of use is as follows:

The pupil cuts apart the answers from the bottom of the card; he then reads each question silently and places the correct answer opposite it. Most of the questions require the pupil to judge what the correct answer is by a scrutiny of the picture, or by his familiarity with the plot of the story (which he has previously read in the Hand Chart or Primer), but occasional questions are in the nature of general intelligence tests.

At first the pupil should be allowed as much time as he wishes for answering each card, but after he has become accustomed to this type of work the teacher will increase his speed in silent reading by introducing the time element. One good way is to play Game No. 18, page 178, which brings into action the competitive instinct. By recording the results of the game, the teacher can determine a standard time that average pupils should be allowed for the various cards.

When each card has been read silently, and the questions answered, pupils should place the cut-apart answers in a properly labeled envelope, for use in later reviews or for subsequent classes.

The card may then be used for additional seat work by having pupils crayon the outline pictures. Pupils may be allowed to color the pictures according to their individual art sense, or they may be directed to follow the color scheme as shown on the picture in the Hand Chart or Primer.

PUPIL'S HAND CHART

See discussion on page 154 of Manual.

This chart is a thirty-two page booklet, fully illustrated in color, containing in simplified form the stories given the pupils during the Pre-Primer period, and providing an easy, early acquaintance with the printed page. These stories should supplement the blackboard work as indicated in the Manual and may be referred to later when the pupils are building sentences, phrases, and words with New Set V, New Set VI, or New Set VII-A.

NEW WALL CHART

This large loose-leaf chart contains the exact material given in the Pupil's Hand Chart, except that the pictures are in black only. The separate leaves of the Wall Chart are unbound, to enable the teacher to use only the pages needed for the particular lesson, to enable her to show more than one page at a time, and to enable her to use them in two or more units in different parts of the room for different groups of children doing more or less advanced work, for the reading lesson or to be referred to by them when building sentences, phrases, and words. For this purpose four hooks are furnished, to be inserted in the blackboard molding or other convenient place.

THE THREE RABBITS

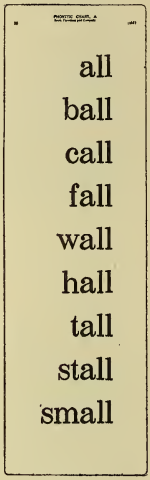
Three rabbits ran away.
They ran and ran.
The rabbits saw a garden.
They ran into it.
The rabbits saw a little girl.
They said, "We do not like you.
You are not a good girl."
They ran away.

The stories in the Wall Chart should supplement the blackboard work as indicated in the Manual and also provide a convenient form for reviews.

PHONETIC CHART A

This set contains on long cardboard strips the various word-family groups developed throughout the Manual. They may be placed on the blackboard ledge, or hung from the hooks provided with each set.

The phonogram of a word-family group is shown first and is followed by the words of the group in the order in which they are developed. The teacher should be careful not to ask pupils to read words in the group that are formed with sound or blends not yet taught.



For example:

After the *at* phonogram has been taught, Card 1 of the Phonetic Chart A may be shown them. At that time pupils will know five sounds and be able to read the first five words; namely, *mat, bat, sat, cat, fat.* Soon the sound of *h* is developed and then they will be able to read the next word, *hat,* and so on until all consonants and blends have been developed. Do not ask pupils to say the word *hat* until the *h* sound has been developed.

Cards 65-69 of this set group the various consonants and blends developed, and offer valuable practice in the formation of words. Pupils may be given cards from New Set II and asked to see how many words they can build by placing these cards from New Set II in contact with strips 65-69 of the Phonetic Chart.

TEACHERS' EDITION OF PRIMER

The complete Manual, bound with the Primer text, furnishes detailed suggestions for the teaching of reading through the Elson-Runkel Method.

PART TWO

GAMES FOR DRILL

Game 1. Have list of phrases or words on the board. Select two children, giving each a pointer. As a phrase or word is called, see which child can find it first. Then select two more children, and so on. Or cards from New Sets III or IV may be used, by placing them on the blackboard ledge.

Game 2. Place picture cards from New Set I on blackboard ledge; then place on another part of the ledge the word cards from New Set III that give the name of each picture. Call on one child at a time to place the proper word card from Set III with the picture from Set I.

Game 3. Have phrases or words on board. Say a phrase or word and then call a pupil to erase it. Continue until all are erased.

Game 4. The man who built the house didn't have time to build the chimney. We will build it for him. Every time a child climbs the ladder to the roof of the house (with a word), he carries a brick for the chimney. Every child who can carry up a brick, places it in the chimney.

Game 5. Have words on board. A child thinks of one of these words; another child tries to guess it by saying, "Is it (dog)?" pointing to "dog." Continue until word is guessed.

Game 6. Place two columns of words on blackboard—same words in different positions. At a signal two children pass to the board to see which can say column of words first.

Game 7. Teacher holds a package of word cards (New Set III) in her hand. She begins with John and shows him a word; if he can pronounce the word, he gets the card. If he does not recognize it, she passes to the next in order, Tom. Tom gets the card if he knows the word. Teacher goes up and down the class until her package of word cards is exhausted. John has ten cards—more than any other child, and so wins the game.

Game 8. Hold a group of word cards (New Set III) or phrase cards (New Set IV). Call out a word or phrase. Flash one after the other of the cards, the children to clap hands when the given word or phrase is shown.

Game 9. Hide phonetic cards (New Set II), word cards (New Set III), or phrase cards (New Set IV) about the room. Allow children to hunt for them, taking only the ones they know. Who has the most?

Game 10. Picture of a swing tied to the branch of a tree is placed on the board. The words to be drilled are written parallel to the swing. Child naming the greatest number of words "swings the highest."

Game 11. Teacher flashes a phonetic card (New Set II) or a word card (New Set III) before children and calls on a child to speak the sound or word. If he does not say it correctly, give him the card, tell him the sound or word, and later call on him to say it.

Game 12. Draw a barn with yard surrounding it. Place animal names in barn and yard. How many children know all the animals?

Game 13. Take phrases from the lists given in Parts Three and Four. Children stand in a row in front of the board, looking at

the first phrase. When a child is sure that he can repeat it from memory he turns his back to the board. Teacher waits until all have turned their backs. The child who turns first wins the game. Teacher requires all to repeat phrases.

Game 14. Draw birds and write a word under each bird. See how many birds fly away (are erased) when the words beneath them are called.

Game 15. Teacher places a column of words on the board. John and Mary step to the board. Teacher points to a word. Which can pronounce the word first, John or Mary? Sometimes John recognizes it first; sometimes Mary; sometimes both recognize and pronounce the word at the same time. Children are the judges. They decide who wins the game, and choose the next two contestants.

Game 16. Children stand in semicircle. One child plays on the outside of the semicircle, standing directly behind No. 1. Teacher starts in front of No. 1 on the inside of the semicircle, holding a package of word cards (New Set III) in her hand. She holds a word in front of No. 1; if he correctly calls the word before the child behind him calls it he gets the card. If, however, the child behind him is the first to name it, they exchange places. Teacher continues to the opposite end of the semicircle and if her cards are not exhausted begins with No. 1 again. The game is to hold one's place in the semicircle and get as many cards as possible.

Game 17. Place phonogram cards (New Set II) on blackboard ledge. Give each child a consonant card and see how many words he can make by placing it before phonograms, skipping those that do not make words that he knows, as:

b ay	b and	b ake
c at	c an	b ag

Game 18. Give each pupil a card from New Set VII-A. See who can first read silently all the questions and cut and properly place the answers.

Game 19. Draw a large basket and write words on it. See how many can carry it by calling all the words.

Game 20. Distribute word cards (New Set III), giving one word to each child. Call a phrase, as, "to the house," or a sentence, as, "The mouse ran away." The children who have these words pass to the front of the room and stand in correct order to form the phrase or sentence.

Game 21. Show a card from New Set III or New Set IV. Have children open their books at a given story, and find the word or phrase in some sentence in the story. Have a child say the word or phrase and then read the sentence containing it.

Game 22. Draw a garden and put words in for flowers. How many children can name all the flowers?

Game 23. One child, who is "It," faces the class and says a word, as *cat.* The other children tell him words that rime with *cat.* The child who tells the most words wins the game and is "It" for the next game.

Game 24. The teacher whispers different words to several children. The child who thinks of the most words to rime with his word wins the game.

Game 25. Write any number of phonograms on the blackboard—one for each child. Suppose twelve children are playing. Each child chooses a phonogram card (New Set II) and takes his place at the blackboard where his phonogram is written. Each of the twelve

children pronounce his phonogram. Teacher rings a bell as a signal. No. 1 changes places with No. 12. They repeat the phonograms acquired by the exchange. No. 2 and No. 11 now change places and pronounce the phonograms acquired. No. 3 and No. 10 change places. The process is repeated until all have changed places. At first teacher may ring bell as a signal. After one round has been played no signal will be needed.

Game 26. Draw a fish pond. See who can catch the most fish by calling words which are written in the pond to represent fish.

Game 27. Write a column of words. Call on one child at a time to say a word; if he knows it, draw a stone for a wall. See how high a wall can be built.

Game 28. Have a "spelling down" match, to see which child can stand the longest, using cards from New Sets II or III.

Game 29. If twenty children play, write nineteen words on the board. Place these words far enough apart so that each child can stand with his back to a word. Write the word high enough to be just over his head. The twenty children stand in a part of the room opposite the board which contains the words. When the teacher rings the bell each child tries to run to a word he recognizes, before any other child can reach it. If he succeeds, he stands at the board with his back to it. Since there are but nineteen words, one child (John) fails to get a place at the board. He did not recognize a word soon enough, or he did not move fast enough; for this reason, he's "It." But John has another chance, for now the nineteen children call the words in rotation. If John can pronounce Mary's word before she does, he takes her place and Mary is "It," and so the game continues. The result is a chang-

ing and scrambling for a place at the board. After the nineteen children at the board have pronounced their words, the first half of the game is over. Teacher rings the bell, and all children, including "It," run around the room. Each child chooses another of the words on the board. (He must not choose the same word he did in the first half of the game or he's "out.") Some child is "It" again and the game is repeated.

Game 30. Draw a tree with apples on it. Write words on the apples. See how many children can pick all the apples.

Game 31. Children play this game at their desks, Primers in hands. Teacher indicates which portion of page all the hunting is to take place in. She then says, "Find *bird.*" Each child as soon as he finds the word, places his index finger under it, and says, "I spy," and runs to the front of the room, keeping his finger under the word.

When all of the children playing have found the word and have run to the front of the room, the teacher places her hand on a child's shoulder as a signal that he is to repeat the word he has his finger on, and then skip back to his seat. Each child in turn is treated in the same way. When all of the children are back in their seats, the teacher asks for another word and the process is repeated. If John cannot find his word, teacher places the word on the board to assist him. This is not done until all of the other children have found the word and the teacher is sure John cannot.

Game 32. Draw a picture of a kite. Who can fly the kite the highest? (Recognize the largest number of words written on the board.)

Game 33. Draw a clover field, writing words with pink crayon for clovers. See how many the children can pick by naming words.

Game 34. Draw a tree with nuts on the ground. Write words under nuts. See who can fill the biggest basket.

Game 35. The teacher sings a postman song. She is the postman and the children are asleep, each with one hand outstretched as a mail box. The teacher drops post cards or letters (consonant cards, New Set II) into the different boxes. Pupils awake and read the letters or post cards to the class. Anyone who cannot read his own keeps it until the next reading, other pupils having told him what it is. The winners are those who can read their mail.

Game 36. Rule the board to represent post-office boxes. Assign each child a box. As letters are put in his box have him read them.

Game 37. Sketch brook with stones in it. Place words on stones, and let children see who can cross the brook without "falling into the water."

Game 38. Draw a circle on the board to represent a merry-go-round. Place words around the outside to represent the horses, etc., and see how many children can go around the circle.

Game 39. Draw a sled at the top of a hill, which is represented by words. See how many children can slide down without falling. (A word missed is a fall.)

Game 40. Played the same as Game 35, except that the child gives the sound of the letter and a word that begins with that sound. The winners are those who can give the sound and a word.

Game 41. Draw a Christmas tree and place words on it, calling each word a present. See how many children can tell what are in the packages.

Game 42. Cut out stockings; write a word on each. Give each child a stocking and ask him what is in it.

Game 43. Have paper flags with word written on each one. How many can tell all the words?

Game 44. Draw Easter eggs, writing a word below each one. Who can find the most?

Game 45. Draw a railroad track and place stations along the track calling each station a word. Choose a conductor to call the stations.

Game 46. Teacher writes words on board in groups of three, then touches, with pointer, three words in succession. Call on some child to pronounce the words, in order given. If he does so, let him point to three other words and call upon another child, who must proceed as he did. Vary this by using word cards (New Set III) and turning them before asking pupils to pronounce.

Game 47. Have paper stars with a word written on each one. A child who names all has a star to take home.

Game 48. The teacher writes several words on the board (*cat, cow, dog, see, an,* etc.) The children one at a time say one of these words and a word that rimes with it. The winners are those who can give a word that rimes with the word chosen.

Game 49. Draw a picture of a book with words written in it. Who can read every word in it?

Game 50. Play we are jumping rope. Who can jump without a miss? (Recognize words or phrases written on the board.)

Game 51. Place words on steps of a fairy house. Climb to the house by pronouncing the words.

Game 52. Place a list of words on the board. Have them pronounced, letting the girls pronounce the first word, the boys the second, etc.

Game 53. Draw pictures of toy balloons on the board, placing a word or phonogram on each. Let children buy balloons by pronouncing the words or phonograms.

Game 54. Flash cards of words that show action (New Set III) before the class and call upon one or more children to perform the act.

Game 55. Give each pupil a card from New Set V. Have him cut letters and build words that are listed on the board. The first child to complete the list wins the game.

Game 56. Give each child a card from New Set VI. Have the class, starting at the same time, cut and rebuild some specified page of Hand Chart or Primer. The first child to rebuild a page correctly, wins the game.

Game 57. Place any strip from 65 to 69, Phonetic Chart A, on blackboard ledge. See which child can build the greatest number of words by placing letter or blend cards from New Set II before the various phonograms on the strip, and pronouncing each word thus formed.

CHART SHOWING WORD AND PHONETIC DEVELOPMENT IN THE PRE-PRIMER WORK

Story (In Hand Chart or Wall Chart)	Days	Pages (Of Charts)	Sight Words	Phonetic Words	Phonetics
The Family	1– 2	1– 4	mother father boy girl		Rimes
How the House Was Built (Silent Reading)	3– 4	5	Find the tree house		Rimes
The Little Bird	5– 6	6– 7	saw little bird in Fly to me		m b
Action Lesson (Silent Reading)	7	8	one two three away		Plural with s
The Bird House	8– 9	9–10	is sees It likes		s l
One, Two, Three	10–12	11–12	I cat dog hen sheep cow dove		c (hard) d
The Birds' Nest	13–16	13–15	a nest She eggs They are white said Good-bye flew	sat	n f at
The Little Red Hen	17–20	16–21	Moo will not Baa Cluck Mew Coo No	Bow-wow	w ŏw h
Action Lesson (Silent Reading)	21	22	Give Run	we	sh
Silent Reading Lesson	22	23	Can Yes you		ē
The Good Rain	23–26	24–26	rain wet play do and may	go	g (hard) ō r
The Cat and the Mouse	27–30	27–28	barn mouse dinner milk gave some	ran	an
The Three Rabbits	31–34	29–31	rabbits garden them		Review
Review Word Drill	35–40	32			

PART THREE

PRE-PRIMER WORK

The lesson plans throughout Parts Three and Four are developed under four* main steps, as follows:

First Step—The Oral Story.

The teacher tells the oral story, repeating it at each lesson if necessary. The pupils follow by means of the pictures in the Pupil's Hand Chart or in the Wall Chart (or later, in the Primer), which help them get the thought. They then tell the story-incidents in their order.

Second Step—Dramatization.

The children act out the events of the story, simply and naturally.

Third Step—Sentence and Word Development: Phonetics.

When the story-plot has been established, the teacher develops the "mechanics" of reading under the following topics:

(a) *Sentences.* The sentence is the unit of thought, hence all words are developed from their use in sentences. Complete sentences are listed for drill, to present the individual words of a sentence grouped in a thought-unit.

(b) *Phrases.* Words in groups are listed for drill, to establish word relationship and phrase-unity in reading.

(c) *Words.* These are listed in two main groups, "Sight" and "Phonetic"; each of these groups is subdivided into "Review" and "New." Under "Phonetic" are included all words that the child can control by means of phonetic elements that have been previously taught. All other words of the lesson are listed as "Sight," to be taught as sight words. The first time a phonetic word appears, it is treated as a "sight word." When, later, a word of the same phonetic family occurs, it is developed from, or associated with, the common phonogram, drawn from the original word. For example, *cat* appears, and is taught as a sight word. Later, *sat* occurs, and is developed from *at* in *cat*. Other words, developed in this connection from the *at* phonogram, as *mat, bat, fat,* etc., are treated as review words when they are met later.

(d) *Phonetics.* This includes phonograms, blends, and consonants.

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* In Part Three and at the beginning of Part Four the treatment is subdivided into "Lessons." Two reading "Lessons" and one phonetic "Lesson" are provided for each day.

Fourth Step—READING LESSON.

The children read the Hand Chart, the Wall Chart, or Primer story, studying each sentence silently before they attempt to read it aloud.

THE FAMILY

(DAYS 1-2)

First Step—The Oral Story. (To be memorized.)

This is the mother good and dear,
This is the father standing near,
This is the boy who plays with the ball,
This is the girl who comes at his call,
This is the baby, the pet of all,
See the whole family, large and small.

—FROEBEL.

Second Step—Dramatization.

Dramatize the above finger play, using the thumb to represent the mother, the index finger the father, etc.

Third Step—Sentence, Phrase, and Word Development: Phonetics.

SENTENCES

Lesson 1. Ask questions like the following:

Whom did you leave at home this morning, John?
Whom did you leave, Mary?
Let us say our little story about them. (Repeat finger play.)
Whom do we name first in our story? (Mother.)
I have a picture to show you. (Show Picture 1, New Set I*.)
Of whom is it a picture? (Mother.)
Let us say the first part of our story about the mother. (This is the mother.)
I will write it for you. (Write or print "This is the mother.")
What does it say? (This is the mother.)

---

* References are to New Elson-Runkel Method Supplementary Equipment. See pages 166 ff.

Have several children say it.
Which word is "mother"?
Write it several times, having different children say it.

WORDS

Sight

(New) mother

PHONETICS

See page 192.

Fourth Step—Reading Lesson. (Pupil's Hand Chart,* or Wall Chart, page 1.)

THE FAMILY
This is the mother.

In the first few stories, merely call attention to the title (as, THE FAMILY), calling it the "name" of the story. In later stories, it will be possible to handle these titles as part of the reading lesson.

Look at the picture.
Whom do you see in the picture?
Say the first part of our story about the mother. (This is the mother.)
Can you find that sentence on this page?
Read it.
Which word is "mother"?
Teacher will have the sentence read several times.

Lesson 2. Repeat the finger play.

Third Step—Sentence, Phrase, and Word Development: Phonetics.

* See page 154. If neither the Pupil's Hand Chart nor the Wall Chart is used, the teacher will need to write or print the sentences on the board. The exact text of each page of the Pupil's Hand Chart is printed within a box throughout Part Three of the Manual.

Sentences

About whom did we talk this morning? (Mother.)
Find her picture for me, John.
What did we say about her?
I will write that for you on the board. (Write or print "This is the mother.")
Read it for me.
Which word is "mother"?
Who comes next in our rime? (Father.)
Somewhere in the room is the father's picture.
Find the father's picture. (Picture 3, New Set I.)
What does our rime say about the father?
I will write it for you. (Write "This is the father.")
Read it for me.
Which word is "father"?
What does this say? (Write "father.")
All say it.
Teacher will write "father" and "mother" many times, so the children will learn to distinguish the words.

Words

Sight

(Review) mother
(New) father

Phonetics

See page 192.

Fourth Step—Reading Lesson. (Pupil's Hand Chart, or Wall Chart, page 2.)

This is the mother.
This is the father.

Open your books at the mother picture (or, look at the mother picture on the Wall Chart).
Read the sentence below the picture.
Which word is "mother"?
Who comes next in our rime?
Turn over one page (if pupils are using Hand Chart; if not, teacher shows page 2 of Wall Chart).
Whose pictures do you see?
Who can read the sentence below the picture?
Which word is "mother"?
Who can read the next sentence?
Which word is "father"?
Teacher will have each pupil read one sentence.

Lesson 3.

Repeat the finger play.

Third Step—Sentence, Phrase, and Word Development: Phonetics.

SENTENCES

Read this for me. (This is the mother.)
Read this. (This is the father.)
Here is a picture of another member of the family. (Picture 5, New Set I.) Who is it? (Boy.)
What does our rime say about the boy?
I will write it for you.
Read it. Find the word "boy."
"Boy" is our new word for today.
I will write it on the board. (Write "boy" rather low on the board.)
What does this say? (Boy.)
Place picture underneath "boy."
What word is this? (Write "mother.")
Find the mother's picture and place below it.

Teacher will use same method for "father."
Say the words as I point to them.
Now we will take the pictures away. See if you can tell me the words as I point to them.
Teacher will write them a number of times on board. Then use Game No. 1, page 175.

WORDS

Sight

(Review) mother father
(New) boy

Game No. 2, page 175.

PHONETICS

See page 192.

Fourth Step—Reading Lesson. (Pupil's Hand Chart, or Wall Chart, page 3.)

This is the mother.
This is the father.
This is the boy.

Open your books to the last lesson we read (if pupils are using Hand Chart or Wall Chart; if not, teacher should place on the board the sentences appearing within the above box).
Read the sentences.
Which word is "mother"?
Which word is "father"?
Look at the next page.
Whom do you see in the picture?
Who can read the sentences below the picture?
Which word is "mother"?
Which word is "father"?
Which word is "boy"?
Teacher will have each pupil read one or more sentences.

Lesson 4.

Repeat finger play.

Third Step—Sentence, Phrase, and Word Development: Phonetics.

SENTENCES

Guess whose picture we shall have today.
Find the girl's picture. (Picture 7, New Set I.) Place it on blackboard ledge.
What does our rime say about the girl.
Can you read this? (Write "This is the girl.")
Find the word "girl."
Look at the girl's picture.
I will write "girl" just above it.
What is the word? (Girl.)
Trace with finger in air the word "girl."
Write "father," "mother," "boy," on the board.
Find father's picture. Place it below the word.
Teacher will do the same with the pictures of the others.
Write the word several times.

WORDS

Sight

(Review) mother father boy
(New) girl

Game No. 2, page 175.

PHONETICS

See page 192.

Fourth Step—Reading Lesson. (Pupil's Hand Chart, or Wall Chart, page 4.)

This is the mother.
This is the father.
This is the boy.
This is the girl.

Find the picture of the mother; the father; the boy; the girl.

Who can read the first sentence? The second? The third? The last?

Who can read all the sentences?

Phonetics *

(Ear training through the rime.)

Lesson 1.

If possible have Mother Goose Rime pictures to show the children.

Who can say "Humpty Dumpty"? Select some child to say it. Then all may say it together. Do you know how to play it? (Hands clasped together and raised above head to form the egg; at "had a great fall," let hands fall.) I will say part of it for you:

"Humpty Dumpty sat on a wall."

What word did I say last? Listen for a word that sounds like *wall:*

"Humpty Dumpty had a great fall."

Who knows the word that sounds like *wall?* Let us say the rime together, listening to the sounds of *wall* and *fall.*

In a similar manner, use these rimes:

(a) **Hey! diddle, diddle,**
The cat and the fiddle.

(b) **Little Jack Horner**
Sat in a corner.

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* One phonetic lesson is planned for each day. The material for this phonetic work is printed at the end of the Manual treatment for each story. The teacher will draw from this material whatever best suits her needs for each daily phonetic lesson. See "Word Control Through Phonetics," page 156, and "Practical Suggestions," page 159.

Lesson 2.

Review the rimes of Lesson 1 and continue with:

(a) Bye, baby Bunting,
Father's gone a-hunting.

(b) Ding, dong bell,
Pussy's in the well!

(c) Little Bo-peep
Has lost her sheep.

(d) Jack and Jill
Went up the hill.

SUGGESTIONS FOR SUPPLEMENTARY WORK (THE FAMILY)*

I. Supplementary Story. "The Fairy Who Came to Our House," Carolyn S. Bailey in *For the Children's Hour,* Milton Bradley Company.

II. Conversation. The family, the members, their occupation, etc.

III. Poems. (To be memorized.)

Hundreds of stars in the pretty sky,
Hundreds of shells on the shore together,
Hundreds of birds that go singing by,
Hundreds of bees in the sunny weather,
Hundreds of dewdrops to greet the dawn,
Hundreds of lambs in the purple clover,
Hundreds of butterflies on the lawn—
But only one mother the wide world over.

—GEORGE COOPER.

IV. Song. "Father's and Mother's Care," by Patty S. Hill in *Song-Stories for the Kindergarten,* Clayton F. Summy Company.

V. Song Game. "This Is the Mother," by Eleanor Smith in *Songs for Little Children,* Part I, Milton Bradley Company.

VI. Projects.

Lesson 1.

Have each pupil cut from a magazine a picture of a mother; mount these pictures and keep them to use for a booklet.

* See page 165.

Lesson 2.

Have each pupil cut from a magazine a picture of a father; mount these pictures on the same size paper as was used for the picture of the mother. Place these pictures of the mother and the father on the desk.

Lesson 3.

Cut out picture of a boy, and proceed as in previous lessons.

Lesson 4.

Cut out picture of a girl, and proceed as in previous lessons. Tie these sheets together, putting a cover on them, to make a booklet.

HOW THE HOUSE WAS BUILT

(Days 3-4)

First Step—The Oral Story.

Once there was a dear family—a father, a mother, a big boy named Tom, a little girl called Polly, and a dear little baby. Can you guess what they wanted most of all? (Have children guess.)

They lived in a home that was rented, and what they wanted most of all was a home all of their very own, with a sunny room for Father, Mother, and Baby, a big room for big Tom, a little room for little Polly, a room for cooking and eating, and a cozy little sitting room.

One day when Mother was sewing, Tom was reading, and Polly and Baby were playing, Father came into the room and sat down. "Draw your chairs closer to me," he said. "I have something to tell you. What do we all want more than anything else in the world?"

"A home!" said Mother and Tom.

"A home!" said little Polly.

"Well," said Father, "I think we shall have it, if each one will help. I am going away to the forest. All winter I must chop down the trees, and when spring comes I shall be paid in lumber. We can use the lumber in building the house."

"What can I do to help?" asked Mother.

"You will be very busy while I am away," said Father, "for you must fill my place as well as your own. You must go to market, and pay the bills, as well as cook, wash, and sew."

"What can I do?" asked Tom.

Father answered, "You may work in a carpenter shop where you can learn to saw, hammer, and plane, so you can help build the house. Now, who will take care of Baby?"

"I will, I will!" cried Polly.

"All right," said Father. "Let us go to work."

After Father and Tom had stored away the wood for the fire, put up the stoves, and made everything ready for winter, Father bade them all good-bye and went away to the woods. There he worked every day all winter cutting down trees, and when spring came and the snow was melting, the river dashed along and took the logs with it down to the sawmill, where they were to be sawed into lumber.

Then Father hurried home to his family. Polly saw him first and cried, "Oh, there is Father!"

"We are so glad to see you," said Tom.

"Has everyone been helping while I have been away?" asked Father.

"Yes," said Mother. "Polly took care of the baby; Tom worked in the carpenter shop; I have gone to market, and sewed, cooked, and washed."

"I must get this dear family into its home. Come, Tom, we must go to work," said Father; and he and Tom went to work. The home was built with a sunny room for Father, Mother, and Baby, a big room for big Tom, a little room for little Polly, a room for cooking and eating, and a cozy little sitting room. Then they all moved into the house, and how happy they were!

—Maud Lindsay in *Mother Stories.*

Second Step—Dramatization.

Characters

Mother *Father* *Tom* *Polly* *Baby*

Scene

Use children or blocks for logs and lumber. The new home may be made by drawing walls and partitions on the floor with crayon. Mother is sewing. Tom is reading. Polly is playing with her doll. Baby is playing with a ball. Father comes into the house and sits down.

Father: Draw your chairs closer to me. I have something fine to tell you. What do we all want more than anything else in the world?

Mother and Tom: A home!

Polly: A home!

Father: Well, I think we shall have it, if each one will help. I am going away to the forest. All winter I must chop down the trees, and in the spring I shall be paid in lumber, which will help in the building of the house.

Mother: What can I do to help?

Father: You will be very busy while I am away. You must go to market and pay the bills, as well as cook, wash, and sew.

Tom: What can I do?

Father: You may work in a carpenter shop where you can learn to saw, hammer, and plane, so you can help build the house. Now, who will take care of Baby?

Polly: I will, I will!

Father: All right. Let us go to work.

(Father and Tom store away the wood for the winter and put up the stoves.)

Father: Everything is ready now for the winter, and I must go. Good-bye, all.

Mother, Tom, Polly, and Baby: Good-bye, Father.

(Tom goes to the carpenter shop. Mother goes to market, sews, cooks, and washes. Polly takes care of Baby. Father goes to the woods, cuts down trees, takes them down the river to the mill. Then he hurries home.)

Polly: Oh, there is Father!

Tom: We are so glad to see you.

Father: Has everyone been helping while I have been away?

Mother: Yes. Polly took care of the baby; Tom has worked in the carpenter shop; I have gone to market, and sewed, cooked, and washed.

Father: I must get this dear family into its home. Come, Tom, we will go to work.

(Father and Tom build the house, and then they all move into it.)

Lesson 1.

Third Step—Sentence, Phrase, and Word Development: Phonetics.

Sentences

Look at the pictures on the blackboard ledge.

Find the father, John. (John hunts for the father's picture and finds it.)

What did I tell you to do? (Find the father.)

I will write that long story on the board. (Write "Find the father.")

Point to "father."

Point to the new word. (Find.)

What is the new word? (Find.)

Say it again.

Mary, you may do this. (Write "Find the mother.)

Teacher will write the following, asking different children to do what the sentences say:

Find the boy.
Find the girl.

Have children point to words as called for, dwelling often on "Find" and "the" with nouns.

Have children look at one sentence at a time. Erase it, and ask someone to tell what it said.

Phrases

the mother* the father* the boy* the girl*

Game No. 1, page 175, with Cards 1-4, New Set IV.

Words

Sight

(Review) mother father boy girl

(New) Find

Phonetics

See page 201.

Lesson 2.

Third Step—Sentence, Phrase, and Word Development: Phonetics.

*Phrases that appear on the cards of New Set IV are starred.

SENTENCES

Whom did we talk about in our story?

Do this:

Find the father.
Find the mother.
Find the boy.
Find the girl.

(These may be read silently. Then have the children do what the sentences say.)

Where did the father go?

What did he cut down? (Trees.)

There is a picture of a tree somewhere in this room. (Picture 9, New Set I.)

You may do this: Find the tree.

What did I say to do?

You may read this: (Find the tree.)

Which word is "tree"?

Teacher will write the three words again, asking children to say them.

Game No. 11, page 176, with Cards 1-5, New Set IV.

PHRASES

the father* the mother* the boy * the girl*
the tree*

WORDS

Sight

(Review) Find
(New) tree

PHONETICS

See page 201.

Lesson 3.

Third Step—Sentence, Phrase, and Word Development: Phonetics.

Sentences

Find the tree, Mary.
What did I tell you to do?
I will write that sentence on the board.
You may read it, John.
Point to "tree."
Teacher will write "tree" on the board and have someone draw a picture of the tree under it.
What did Father do with the trees? (Took them to the mill.)
What was done with them there? (They were sawed into lumber.)
What did Father and Tom do with the lumber? (Built a house.)
Find the house. (Picture 11, New Set I.)
Read this sentence. (Find the house.)
Find the word that says "house."
Let us write the word. (Write "house.")
All say it.

Phrases

the tree* the house*

Words

Sight

(Review) Find tree
(New) house

Phonetics

See page 201.

Lesson 4.
Third Step—Sentence, Phrase, and Word Development: Phonetics.

PHRASES

the mother*	the girl*
the father*	the tree*
the boy*	the house*

Game No. 1, page 175, with Cards 1-6, New Set IV.

WORDS

Sight

(Review) mother boy tree Find
father girl house

Game No. 4, page 175, with Cards 1-7, New Set III.

PHONETICS

See page 201.

Fourth Step—Silent Reading Lesson (Pupil's Hand Chart or Wall Chart, page 5.)

Find the father.
Find the mother.
Find the boy.
Find the girl.
Find the tree.
Find the house.

Teacher will place around the room Pictures 1, 3, 5, 7, 9, 11, New Set I. Have the children read the sentences silently and perform the action; as, Read the first sentence silently. John, you may do what the sentence says.

PHONETICS *(Rimes)*

(See page 192.)

Lesson 1.

Review the rimes of the preceding lessons, having the children tell the words that sound alike. If they cannot tell the words promptly, give one of the riming words and have them listen for the other.

Example: Listen for words that sound alike in this rime:

Jack be nimble, Jack be quick,
Jack jump over the candle-stick!

Who can tell the words? If no one can do so, then ask: "What word sounds like *quick?*"

Continue with the following rimes:

(a) Little Boy Blue, come blow your horn.
The sheep are in the meadow,
The cows are in the corn.

(b) Hickory, dickory, dock,
The mouse ran up the clock.

(c) To market, to market, to buy a fat pig.
Home again, home again, jigetty-jig.

Lesson 2.

Review rimes, and give these new rimes:

(a) See-saw, Margery Daw.

(b) Three little kittens
Lost their mittens.

(c) Bat, bat,
Come under my hat.

SUGGESTIONS FOR SUPPLEMENTARY WORK (THE HOME)

I. Supplementary Story. "The Logging Camp," by Emilie Poulsson in *In the Child's World,* Milton Bradley Company.

II. Conversation. The Lumberman and the Carpenter.

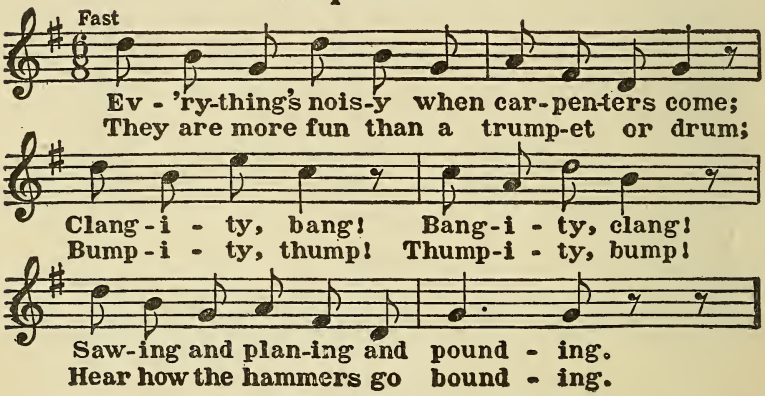
III. Poem. "An Old-Fashioned Rhyme," by Emilie Poulsson in *In the Child's World,* Milton Bradley Company.

IV. Songs.

(1) "The Carpenter," by Eleanor Smith in *Songs for Little Children,* Part I, Milton Bradley Company.

(2) "Carpenters," in *The Lyric Music Primer,* Scott, Foresman and Company.

Carpenters


Fast
Ev - 'ry-thing's nois-y when car-pen-ters come;
They are more fun than a trump-et or drum;
Clang - i - ty, bang! Bang - i - ty, clang!
Bump - i - ty, thump! Thump - i - ty, bump!
Saw-ing and plan-ing and pound - ing.
Hear how the hammers go bound - ing.

V. Game. Hum the above tune and have children show occupations of lumberman and carpenter; as, chopping, hammering, sawing, etc.

VI. Projects.

(1) Make a room of a house—living room, dining room, bedroom, or kitchen. Use a flat surface; make a window in the back; cut the furniture and mount.

(2) Make a room of a house by using three pieces of cardboard for the sides—leaving one side open—one piece for the floor; the roof may be added if desired. Make a rug for the floor; decorate the walls; make the furniture of cardboard.

(3) If you have the tools, allow the pupils to make a doll house, and the furniture for it. Make the dishes of clay.

V. Occupation. Seat Work Sentence, Phrase, and Word Cards, New Set VI. After page 5 of the Pupil's Hand Chart or Wall Chart has been read, give the pupils Card 1, New Set VI. Each pupil cuts off the pictures at the bottom of a card; he then reads each sentence and places opposite it the correct picture.

THE LITTLE BIRD

(Days 5-6)

First Step—The Oral Story. (The rime is to be memorized.)

One day a little boy and a little girl went out into the yard. They saw a little bird up in a tree and this is what they said:

"Little bird in the tree,
In the tree,
In the tree,
Little bird in the tree,
Fly to me." *

The little bird sat in the tree, and did not fly down to the children.

"Let us get some bread crumbs," said the little boy. "Then the bird will fly down."

So the little boy and the little girl brought bread crumbs and stood under the tree, calling again,

"Little bird in the tree,
In the tree,
In the tree,
Little bird in the tree,
Fly to me."

The little bird saw the bread crumbs. Guess what it did.

Second Step—Dramatization.

Dramatize the above story by having a chair or a desk represent

*Mother Goose.

the tree, a boy or girl in the tree, and a boy and girl below to say the rime and act the story.

Lesson 1.

Third Step—Sentence, Phrase, and Word Development: Phonetics.

SENTENCES

What did the boy see? (The boy saw the bird.)
I will write that on the board. Read it.
Which word says "bird"?
Read it again.
Find the picture of the bird, Card 13, New Set I.
What did the girl see? (The girl saw the bird.)
Read it from the board.
Which word says "bird"?
Whom did the bird see? (The bird saw the girl.)
Read it from the board.
Whom else did the bird see? (The bird saw the boy.)
Read it from the board.
Read the four sentences.
Find the word "bird" in each sentence.

PHRASES

the girl*	the boy*	the bird
The girl	The boy	The bird*
	saw the bird	
	saw the girl	
	saw the boy	

Play Game No. 3, page 175.

WORDS

Sight		
(Review)	boy	girl
(New)	saw	bird

PHONETICS

See page 207.

Lesson 2.

Third Step—Sentence, Phrase, and Word Development: Phonetics.

SENTENCES

Review the above lesson, inserting the word "little" before "bird."
Illustration: The boy saw the little bird.

PHRASES

saw the little bird*
saw the little boy*
saw the little girl*

Game No. 8, page 176, with Cards 8-10, New Set IV.

WORDS

Sight

(Review)	boy	girl	saw	bird
(New)	little			

Game No. 4, page 175.

PHONETICS

See page 207.

Fourth Step—Reading Lesson (Pupil's Hand Chart or Wall Chart, page 6.)

The boy saw the little bird.
The girl saw the little bird.
The bird saw the little boy.
The bird saw the little girl.

See if you can find the page with a picture like this. (Show picture on page 6, Pupil's Hand Chart, or Wall Chart.)
The first line says this is about whom?
The first sentence tells what the boy saw.
Read it silently.
Who can read it aloud?

Show me the part that says "the little bird."
Read silently what the little girl saw.
Read it aloud.
Whom did the bird see?
Whom else did it see?
Read both sentences silently and then aloud.
Who will read all the sentences?

Lesson 3.

Third Step—Sentence, Phrase, and Word Development: Phonetics.

SENTENCES

Review Lesson 2.

Put the rime on the board and have the children look at it as they say it.

PHRASES

Find the following in the rime:

In the tree
Little bird
Fly to me*

WORDS

Sight

(Review) tree bird little
(New) Fly to me in

PHONETICS

See page 207.

Lesson 4.

Review phrases and words.

Fourth Step—Reading Lesson. (Pupil's Hand Chart or Wall Chart, page 7.)

Little bird in the tree,
In the tree,
In the tree,
Little bird in the tree,
Fly to me.

Read the rime.

How many times can you find "Little bird"? "In the tree"? "Fly to me"?

PHONETICS (*m* and *b*)

Lesson 1.

Repeat the couplets in the lesson and have children find riming words.

Then repeat the following:

Jack and Jill
Went up the hill.

What other words can you think of that sound like *Jill* and *hill?* (mill, fill, will, bill.)

If children cannot think of any riming words, use the words in sentences, as, "The man went to the *mill.*"

Repeat:

(a) Little Bo-peep
Has lost her sheep.

(b) Humpty Dumpty sat on a wall.
Humpty Dumpty had a great fall.

What words in these rimes sound alike?

Do you know any other words that sound like them?

(sleep, sweep, keep, deep, etc.) (ball, tall, hall, call)

What is this word? (Mother.) Say it again for me.

Watch my mouth while I say it. (Pronounce the word slowly.)

You may say it slowly.

What sound do you say first? (If children cannot get the sound of *m*, tell it to them.)

Can you hear any word in these lines that begins like "mother"?

Fly to *me*.
The cat likes *milk*.
The *man* will *mow* the grass.
The dog likes *meat*.
I walked a *mile*.
Mary is in the *meadow*.

Say this word again. (Point to "mother.")

What is the first sound?

Teacher writes or prints *m* on the board several times, having the children repeat it each time.

Show Card 1, New Set II, having each child give the sound of *m* as the card is held in front of him.

Lesson 2.

Develop *b* from *boy* and *bird*. Have children give other words that begin with *b* (bag, burn, bite, box). Write or print the words on the board and as the children say them point to the *b* in the word. Use Card 2, New Set II.

SUGGESTIONS FOR SUPPLEMENTARY WORK (MOTHER GOOSE)

I. Supplementary Story. Other Mother Goose Rimes.

II. Conversation. Story of Mother Goose.

III. Project.
Show children how to fold paper and cut a tree.
Free-hand cutting of bird, boy, and girl.
Mount the cuttings.

IV. Occupations. New Set VI (Seat Work Sentence, Phrase, and Word Cards), The Little Bird.
Lesson 1. Cut off from Card 1 story for page 6; have

pupils cut apart on the lines. (If the pupils can not do the cutting well, then the teacher should do it.) Then pupils may arrange the sentences again, referring to Pupil's Hand Chart or Wall Chart, page 6.

Place sentences that have been cut, in envelopes and mark (1) on envelope.

Lesson 2. Cut off page 7 of story about "The Little Bird"; cut the story apart and arrange again, referring to Pupil's Hand Chart or Wall Chart, page 7.

Place these sentences in the envelope as in Lesson 1.

ACTION LESSON
(For Silent Reading)
(Day 7)

Lesson 1.

Third Step—Sentence, Phrase, and Word Development: Phonetics.

Sentences

Place Pictures 1, 3, 5, 7, 13, New Set I, around the room.
Find one bird. Write sentence on the board.
Which word is "Find"?
Point to "one bird."
Which word is "one"?
Teacher places these sentences on the board:

Fly to one boy.
Find one girl.
Find one mother.
Find one father.

Read the above sentences silently, and do what they say.
Teacher draws two trees on the board.
Find two trees.

Teacher writes this sentence on the board. (Find two trees.)
Point to "two trees."
Which word is "two"?
Teacher draws three houses on board.
Find "one house." "Two houses." "Three houses."
Teacher writes these sentences on the board:

Find one house.
Find two houses.
Find three houses.

Read these sentences.
Find "one," "two," "three."

Teacher places these sentences on the board:

Find one bird.
Find two trees.
Find three houses.
Fly to the bird.
Fly to the trees.
Fly to the houses.

Read the above sentences silently, and do what they say.
Now you may fly to me.
What did I say to do? ("Fly to me.")
I will write it on the board below the other sentences. Read it.
Point to "to me."
Now you may fly away.
What did I say for you to do? ("fly away.")
I will write it on the board below the other sentences. Read it.
Point to "away."
You may play you are birds. Look at the last four sentences, and do as they say.

PHRASES

one bird*	to the houses
two trees*	to the boy
three houses*	to the girl
one boy*	to the father
one girl*	Fly to me*
to the bird	Fly away
to the trees	

Game No. 9, page 176, with Cards 12-16, New Set IV.

WORDS

Sight

(Review) Find Fly bird house me tree

(New) one two three away

Game No. 5, page 175.

PHONETICS

See page 212.

Lesson 2.

Fourth Step—Reading Lesson. (Pupil's Hand Chart or Wall Chart, page 8.)

Find one bird.
Fly to the bird.
Find two trees.
Fly to the trees.
Find three houses.
Fly to the houses.
Find one boy.
Find the mother.
Find one girl.
Fly to the father.
Fly to me.
Fly away.

Teacher will place pictures 1, 3, 5, 7, 13, New Set I, around the room.

Draw pictures of two trees and three houses as in Lesson 1.

Have the children look at each sentence and do as it directs.

Phonetics

Teacher shows how to form plural by adding *s*.
John, you may come here and face the class.
How many boys do you see, Mary?
I will write "boy" on the board.
This word means how many boys?
Robert, you may stand beside John.
How many boys do you see now, Mary?
When we mean more than one boy we write "boy" and then add this little letter "s."
What does the word say then?
Say both words: boy, boys.
Teacher will develop the following words:

girl	girls	tree	trees
house	houses	bird	birds

SUGGESTIONS FOR SUPPLEMENTARY WORK

I. Occupation.

Place these phrases on the board:

one bird	two houses
two boys	three trees
three girls	

Explain to the children that they are to draw the required number of each—no more, no less.

THE BIRD HOUSE

(Days 8-9)

First Step—The Oral Story. (To be memorized.)

Little bird, little bird,
Up in the tree,
Here is a bird house
O come and see.

Little boy, little boy,
Down by the tree,
I like the bird house
You made for me.

—Old Rime.

Second Step—Dramatization.

Dramatize the above jingle.

Lesson 1.

Third Step—Sentence, Phrase, and Word Development: Phonetics.

Sentences

Teacher shows the picture on the Pupil's Hand Chart or Wall Chart, page 9.

What do you see in the picture?

Where is the bird? (The bird is in the tree.)

I will write that sentence on the board.

Several children will read it.

Point to "The bird." Point to "is." Point to "in the tree."

Find the word "bird."

Find the picture of the bird.

What does the bird see? (The bird sees the boy.)

Read the sentence.

Find the word "sees."

What else does the bird see? (The bird sees the bird house.)

Read the sentence.

Find the word "sees."

What does the boy see? (The boy sees the tree.)

Read the sentence.
Find the words "sees" and "trees."
What else does the boy see? (The boy sees the little bird.)
Read the sentence.

PHRASES

The bird*	sees the boy*
the boy*	sees the bird house*
is in the tree*	sees the tree*
	sees the little bird*

Game No. 9, page 176, with Cards 3, 7, 17-21 from New Set IV.

WORDS

Sight

(Review)	bird	house	little
(New)	is	sees	

PHONETICS

See page 217.

Lesson 2.

Review Lesson 1 on the board. Drill on phrases and words.
Read the Pupil's Hand Chart or Wall Chart, page 9.

The bird is in the tree.
The bird sees the boy.
The bird sees the bird house.
The boy sees the tree.
The boy sees the little bird.

Find the picture of the boy and the bird house.
Ask these questions of the children:

Where is the bird?
What does it see?
What else does it see?
What does the boy see?
What else does he see?

Lesson 3.

Third Step—Sentence, Phrase, and Word Development: Phonetics.

SENTENCES

Teacher shows the picture of the bird house in the tree, Pupil's Hand Chart or Wall Chart, page 10.

Point to the boy.
Point to the tree.
Point to the bird.
Point to the bird house.
Where is the bird? (The bird is in the tree.)
Read the sentence.
Find "in the tree."
Where is the bird house? (The bird house is in the tree.)
Read the sentence.
Find "in the tree."
Read both sentences again.
Find "in the tree" in both sentences.
Does the bird like the bird house?
Read "The bird likes the bird house."
Change "The bird" to "It."
Point to "likes."
What does the boy like? (The boy likes the bird.)
Point to "likes."
What else does he like? (The boy likes the bird house.)
Read the sentence.
Point to "likes."
Teacher will erase the above sentences and write the following:

The boy sees the tree.
The boy sees the bird.
The bird is in the tree.
The boy sees the bird house.
The bird house is in the tree.
The bird sees the bird house.

It likes the bird house.
The boy likes the bird.
The boy likes the bird house.

Have these sentences read.

If further drill is needed, write other sentences like the following:

The boy likes mother.
The girl likes father.

PHRASES

in the tree	likes the bird*
The bird house	likes the bird house*
sees the bird house*	

WORDS

Sight

(Review) bird is house sees
(New) It likes

Game No. 6, page 175, with Cards 19-23, New Set III.

PHONETICS

See page 217.

Lesson 4.

Fourth Step—Reading Lesson. (Pupil's Hand Chart or Wall Chart, page 10).

The bird is in the tree.
The bird house is in the tree.
The bird sees the bird house.
It likes the bird house.
The boy likes the bird.
The boy likes the bird house.

Review Lesson 3, on the blackboard.

Have the lesson on page 10 read in answer to these questions:

Where is the bird?
Where is the bird house?

What does the bird see?
What does it like?
What does the boy like?
What else does the boy like?

Have the sentences read silently. They may then be read orally.

PHONETICS (*s* and *l*)

Lesson 1.

Teacher writes "saw" on the board. Have the children say it slowly.

What is the first sound you hear?

Can you hear any words in these lines that begin like "saw"?

I *see* some boys.
Sing a *song* of *sixpence.*
The birds like *seeds.*

Name other words that begin with *s* (said, sew, sang).

Look at "saw" again. What is the first sound?

Write *s* on the board. What does this say?

Drill on *m, b,* and *s,* using Cards 1, 2, 3, New Set II.

Lesson 2.

Write or print "little" on the board. Have the children say it slowly.

Can you hear any words in these lines that begin like "little"?

I *like* the bird.
The man has a *load* of hay.
You may sit on my *lap.*
Lester is rowing on the *lake.*
The *leaves* are *long.*

Say this word again. (Point to "little.") What is the first sound?

Write or print *l* on the board. What does this say?

Write it in the air with me.

Show Card 4, New Set II, and have each child give the sound.

to be sure of correct pronunciation. If not given correctly, have the child say "little" slowly and then *l*.

Drill on *m, b, l,* and *s,* using Cards 1, 2, 3, 4, New Set II.

Game No. 7, page 176.

SUGGESTIONS FOR SUPPLEMENTARY WORK (BIRDS)

I. Supplementary Story. "Aaron and the Blue Jays," in *Elson Good English,* Book One, Scott, Foresman and Company.

II. Conversation. Birds.

III. Song. "The Bird's Nest," by Jessie L. Gaynor in *Songs of the Child World,* Part I, Church.

IV. Song Game. "Five Little Chickadees," by Walker and Jenks in *Songs and Games for Little Ones,* Oliver Ditson Company.

V. Projects.

(1) Free-hand cutting of trees and bird houses. Mount the houses in the trees.

(2) If you have equipment, allow pupils to make some bird houses.

SILENT READING EXERCISE

Silent Reading and Crayoning, New Set VII-A. Lesson 1.

After page 10, Pupil's Hand Chart or Wall Chart has been read, give pupils Card 1, New Set VII. Each pupil cuts off answers at bottom of card; he then reads each question silently and places opposite it the correct answer. After pupils have had some practice in this silent reading work, the teacher may find it desirable to test not only their comprehension, but also their speed. This can be done by following the plan suggested in Game No. 18, page 178.

After the silent reading work has been done, each child should place the cut-apart answers in an envelope and mark it (1) for future use.

Card 1 may then be used for crayoning. Each child may color the outline picture as best suits his fancy, or children may open Hand Chart to page 4, and crayon to match the picture.

ONE, TWO, THREE

(Days 10-12)

First Step—The Oral Story.

One, two, three,
One, two, three,
I like the cat,
The cat likes me.

One, two, three,
One, two, three,
I like the dog,
The dog likes me.

One, two, three,
One, two, three,
I like the hen,
The hen likes me.

One, two, three,
One, two, three,
I like the sheep,
The sheep likes me.

One, two, three,
One, two, three,
I like the cow,
The cow likes me.

One, two, three,
One, two, three,
I like the dove,
The dove likes me.

Lesson 1.

Second Step—Sentence, Phrase, and Word Development: Phonetics.

Sentences

Teacher places Picture 15, New Set I, on the blackboard ledge. Have the children memorize the first stanza of the above rime. Have them read it from the board, the teacher pointing to the words as they say them.

PHRASES

Find "One, two, three." Find "likes me."
Find "The cat." Find "I like."

WORDS

Sight

(Review) One two three like
(New) I cat

PHONETICS

See page 223.

Lesson 2.

Second Step—Sentence, Phrase, and Word Development: Phonetics.

Review Lesson 1.

Substitute the words "dog" and "hen" for the word "cat."

PHRASES

the cat like the cat*
the dog likes me*
the hen like the dog*
like the hen*

Game No. 2, page 175, using Cards 2, 15, 17, New Set I, and Cards 25-28, New Set IV.

WORDS

Sight

(Review) One two three
I cat likes me
(New) dog hen

Game No. 7, page 176.

PHONETICS

See page 223.

Lesson 3.

Third Step—Reading Lesson. (Pupil's Hand Chart or Wall Chart, page 11).

One, two, three,
One, two, three,
I like the cat,
The cat likes me.

One, two, three,
One, two, three,
I like the dog,
The dog likes me.

One, two, three,
One, two, three,
I like the hen,
The hen likes me.

Who can read the first stanza and tell me what it is about?
Read it aloud.
You may read the second stanza silently.
What is it about?
Read it aloud.
Read the last stanza and tell me what you read.
Who will read all the stanzas?

Lesson 4.

Second Step—Sentence, Phrase, and Word Development: Phonetics.

SENTENCES

Review stanzas 1, 2, and 3.
Substitute the words "sheep," "cow," and "dove" for the words "cat," "dog," and "hen."

PHRASES

the sheep	like the sheep*
the cow	like the cow*
the dove	like the dove*
	likes me*

Game No. 2, page 175, with Cards 29-31, New Set IV, and Cards 4, 6, 10, New Set I.

WORDS

Sight

(Review)	cat	likes	dog	hen
(New)	sheep	cow	dove	

Game No. 5, page 175, with Cards from New Set III.

PHONETICS

See page 223.

Lesson 5.

Third Step—Reading Lesson. (Pupil's Hand Chart or Wall Chart, page 12).

One, two, three,
One, two, three,
I like the sheep,
The sheep likes me.

One, two, three,
One, two, three,
I like the cow,
The cow likes me.

One, two, three,
One, two, three,
I like the dove,
The dove likes me.

Follow method similar to one used in Lesson 3.

Lesson 6.

Second Step—Sentence, Phrase, and Word Development: Phonetics.

PHRASES

Lesson 4.

like the cat*
like the dog*
like the hen*
like the sheep*
like the cow*
like the dove*

One, two, three*
I like
likes me*

Play Game No. 13, page 176.

WORDS

Sight

(Review) cat dog hen sheep cow dove
one two three I like me

Play Game No. 7, page 176, with cards from New Set III.

PHONETICS

See below.

Third Step—Reading Lesson. (Pupil's Hand Chart or Wall Chart, pages 11 and 12).

Have these pages reviewed.

If time permits, review previous stories read.

PHONETICS (*c* [hard] and *d*)

Lesson 1.

This was our new word today. (Write or print *cat* on the board.) Say it for me. Watch my mouth while I say it. (Pronounce the words slowly.) You may say it slowly.

What sound do you say first? (If children cannot get the sound of *c*, tell it to them.)

Can you hear any word in these lines that begins like *cat?*

The *cow* jumped over the moon.
The girl opened the *cage.*
The *car* stopped by the gate.
I have lost my *cap.*
We like *cake.*

Say this word again. (Point to *cat.*)

What is the first sound?

Teacher will print or write *c* on the board several times, having the children repeat the sound each time. In the same way call attention to *c* in *cow.*

Show Card 5, New Set II, having each child give the sound as the card is held in front of him.

Lesson 2.

Teacher will write or print *dog* on the board. Have children say it slowly.

Can you hear any words in these lines that begin like *dog*:

The *dove* flew to me.
How *do* you *do* today?
It is getting *dark.*
The *dish* ran after the spoon.
Hey, *diddle, diddle.*

Say this word again. (Point to *dog.*) What is the first sound?
Teacher will write or print *d* on the board. What does this say?
Write it in the air with me.
Teacher will show Card 6, New Set II, and have each child give the sound, to be sure of correct pronunciation. If not given correctly, have the child say *dog* slowly and then *d.*

Drill on *c* and *d.*

Lesson 3.

Drill on *m, b, s, l, c* (hard), and *d.*

Game No. 7, page 176.

THE BIRDS' NEST
(Days 13-16)

First Step—The Oral Story.

One day in the springtime, when the little flowers were waking up, Mr. Bird called to Mrs. Bird, who was sitting high up in an apple tree. He said, "Come, let's sing a song and then begin to build a nest in this apple tree."

The song was full of sweet notes, and Mr. Bird ended with "Cheer up, cheer up." Then they flew all around the tree to find the safest place for their little home.

"Will this place do?" asked Mr. Bird.

"No, this place will not do," sang Mrs. Bird, "for it is too low. It is cozy, but the cats can come up here."

Mr. Bird flew far out on a branch. Will this place do?" he asked again.

"No," said Mrs. Bird, "for the wind would blow the nest off to the ground."

Mr. Bird flew from one branch to another. At last he called again. "Will this place do?"

"Oh, yes!" said Mrs. Bird. "This is a fine place. Now let us hunt for something to build the nest with."

They looked all over the fields for twigs and dried leaves. They flew to the barnyard and found ever so many long horsehairs that had come out of Tom's and Dobbin's tails. In the yard they got some nice feathers and pieces of string, and from the woods some moss. All these things

they carried, one by one, in their strong bills, to the tree, working and tugging away until the nest was done.

Oh, how soft and round and cozy it was! The sticks, leaves, and string made the outside firm and strong. The horsehairs, woven round and round the moss and feathers, made the inside nice and warm for Mother Bird, and for something else that came one day very soon. Mrs. Bird sat on the nest, day after day. One day she flew off for just a minute, and what do you think were in the nest? Three little white eggs, lying close together.

Mr. and Mrs. Bird were very happy. Mrs. Bird would not leave the nest, but sat on the eggs to keep them warm, while Mr. Bird sat near her on the tree and sang his sweetest song. Then he spread his wings and flew away over the tree tops. When he came back he had something nice in his bill for Mother Bird to eat. Sometimes Father Bird sat in the nest so that Mother Bird could stretch her wings and fly away through the air.

One day, when Mother Bird was in the nest, she heard a faint "peep, peep!" and looking down saw a little bird under her warm breast. Soon came another "peep, peep!" and a second little bird was out of the shell. Then she tapped gently on the third egg and out came a very small bird. She cuddled them under her, nice and warm, for they were not very strong and she did not want them to catch cold.

But in a little while they began to grow stronger, because their father and mother were taking good care of them. They began to move about and tried to hop while in the nest, but they fell over each other.

They were funny looking little things, for the feathers had not yet grown on them, and they were covered with a fluffy coat of down.

One day as they were sitting in the nest waiting for their mother and father to bring them some nice fat worms to eat, a little gray squirrel scampered up the tree to the branch that the nest was on, and peeped into their cosy home. When he saw the three fluffy little birds he was as surprised as he could be, for he had never before seen a bird without feathers.

"Well! I never!" he said. "What kind of animals are you?"

"We are little birds," one of them answered, timidly.

"I don't believe you," said the rude little gray squirrel. "Birds have feathers, and all you have is a queer coat of fuzz. Oh, no, funny animals, you are not birds. If you want me to think that you are birds, let me see you fly. Then I will believe you. All birds can fly, you know."

"We *can't* fly," said one of the little birds.

"Well, then, don't try to make me believe that you are birds," answered the rude little squirrel, as he waved his long tail proudly over his back and scampered down the tree.

After their unkind visitor had left them, the three little birds sat very quietly in the nest. They were as unhappy as they could be. "I wonder if that rude squirrel is right, after all," said one of them sadly. "Perhaps we are not birds, for every bird has feathers and knows how to fly."

Just then Mother Bird flew back to the nest, and the little birds told her what their unkind visitor had said. "Are we animals, Mother, or birds?" they asked her.

"You are little birds," answered the mother. "Soon your fluffy down will grow into feathers. Then you can learn to fly."

One day, when the little birds had grown stronger, Mother Bird said to them, "Today you must begin to learn how to fly."

Then Father Bird showed them how to raise their wings. The little birds raised their wings and tried to do just as Father Bird did. When they were tired they cuddled down in the warm nest and soon were fast asleep.

They tried their wings for several days, and at last, one day, the Mother Bird said, "Fly, fly." The Father Bird said, "Fly, fly." The little birds said, "Good-bye! Good-bye, nest, good-bye." Away they flew.

—Evelyn Lincoln in *Half a Hundred Stories, Adapted.*

Second Step—Dramatization.

Characters

Mr. Bird *Mrs. Bird* *Three Baby Birds* *Squirrel*

Scene

Have several children join hands in a circle and sit down, thus forming the nest.

Mr. Bird: Come, let's sing a song and then begin to build a nest in this apple tree.

(Both sing a bird song and fly around the room.)

Mr. Bird: Will this place do?

Mrs. Bird: No, this place will not do, for it is too low. The cats can come up here.

(Both fly around the room again.)

Mr. Bird: Will this place do?

Mrs. Bird: No, for the wind would blow the nest off to the ground.

(Both fly around the room again.)

Mr. Bird: Will this place do?

Mrs. Bird: Oh, yes! This is a fine place. Now let us hunt for something to build the nest with.

(They go to the fields and barnyard, for straw, twigs, etc., and then fly back to build the nest. After the nest is completed they put the three birds in it. Father Bird and Mother Bird go away to get something for the little birds to eat. A little squirrel comes and looks in the nest.)

Squirrel: Well! I never! What kind of animals are you?

First Little Bird: We are little birds.

Squirrel: I don't believe you. Birds have feathers, and all you have is a queer coat of fuzz. Oh, no, funny animals, you are not birds. If you want me to think that you are birds, let me see you fly. Then I will believe you. All birds can fly, you know.

Second Little Bird: We can't fly.

Squirrel: Well, then, don't try to make me believe that you are birds.

(The squirrel runs away.)

Third Little Bird: I wonder if that rude squirrel is right, after all. Perhaps we are not birds, for every bird has feathers and knows how to fly.

(Mother Bird and Father Bird come home and sit on the edge of the nest.)

Little Birds: Mother, a squirrel has been to visit us. He said we were animals and not birds. Are we birds or animals, Mother?

Mother Bird: You are little birds. Soon you will learn to fly.

Father Bird: Do as I do.

(He raises his wings and the little birds do the same.)

Father Bird: That will do for today. Now you may go to sleep.

(They repeat this exercise several times.)

Mother Bird: Fly, fly.

Father Bird: Fly, fly.

Little Birds: Good-bye! Good-bye, nest, good-bye.

(Away they all fly.)

Lesson 1.

Third Step—Sentence, Phrase, and Word Development: Phonetics.

SENTENCES

Teacher will show a picture of birds, one in a tree and one in a nest, Pupil's Hand Chart, or Wall Chart, page 13.

As questions are asked and answered, teacher will write the answers on the board and have them read.

What do you see, John? (I see a tree.)

What else do you see? (I see a nest.)

Where is the nest? (The nest is in the tree.)

How many birds do you see? (I see two birds.)

Where do you think the father bird is? (The father bird is in the tree.)

Read this sentence: (See the mother bird.)

Where is the mother bird? (The mother bird is in the nest.)

What little word can we use instead of "mother bird"?

If pupils do not know, the teacher may tell them.

Teacher will erase the words "The mother bird," and insert the word "she."

Read all the sentences.

Teacher will give for silent reading other sentences like the following:

Is the mother bird little?
Is the father bird little?
Is the nest in the tree?
Is the mother bird in the tree?

PHRASES

see a tree*
see a nest*
is in the tree*
is in the nest
see two birds
The father bird*
the mother bird*

WORDS

Sight

(Review)	I	see	tree	bird
(New)	a	nest	She	

Game No. 6, page 175.

PHONETICS

See page 235.

Lesson 2.

Fourth Step—Reading Lesson. (Pupil's Hand Chart or Wall Chart, page 13.).

I see a tree.
I see a nest.
The nest is in the tree.
I see two birds.
The father bird is in the tree.
See the mother bird.
She is in the nest.

Teacher will ask the questions below, and have children read the sentences and then answer the questions:

What do you see?
What else do you see?
Where is the nest?
How many birds do you see?
Where is one bird?
Where is the other bird?
Which bird is she?

Lesson 3.

Third Step—Sentence, Phrase, and Word Development: Phonetics.

Sentences

Teacher will show Card 12, New Set I.

Follow plan of Lesson 1.

What do you see? (I see a tree.)

What do you see in the tree? (I see a nest in the tree.)

Is the nest little or big? (It is a little nest.)

What do you see in the nest? (I see three eggs.)

Are they little or big? (The eggs are little.)

What color are the eggs? (They are white.)

Where are the eggs? (They are in the nest.)

Teacher will also give for silent reading, sentences like the following:

Is one bird in the nest?
Is one bird in the tree?
Are the birds little?
Are the birds white?
Are the eggs white?

Phrases

in the tree
is a little nest*
are little
are white*
are in the nest*
three eggs*

Words

Sight

(Review)	nest	little	three	It
(New)	They	eggs	are	white

Play Game No. 7, page 176.

Phonetics

See page 235.

Lesson 4.

Fourth Step—Reading Lesson. (Pupil's Hand Chart or Wall Chart, page 14).

I see a tree.
I see a nest in the tree.
It is a little nest.
I see three eggs.
The eggs are little.
They are white.
They are in the nest.

Teacher will ask questions similar to those in Lesson 3.
Have children read the sentences and then give the answers.

Lesson 5.

Drill on phrases and words in Lessons 1, 2, 3, and 4.
Read for review, Pupil's Hand Chart or Wall Chart, pages 13 and 14.

Lesson 6.

Third Step—Sentence, Phrase, and Word Development: Phonetics.

SENTENCES

Teacher will show picture of three eggs in a nest.
(Pupils' Hand Chart or Wall Chart, Page 14.)
Follow plan of Lesson 1.
After a while what happened to the eggs?
Where did the little birds sit. (The little birds sat in the nest.)
Where did the mother sit? (The mother sat in the tree.)
What did she say? (She said, "Fly, fly.")
Where did the father sit? (The father sat in the tree.)
What did the father say? (The father said, "Fly, fly.")
What did the little birds say? (The little birds said, "Good-bye! Good-bye, nest, good-bye!")

What did the little birds do? (The little birds flew away.)
What did the mother bird do? (The mother bird flew away.)
Who else flew away? (The father bird flew away.)

PHRASES

the mother bird*	She said*
The father bird*	flew away*
The father said*	sat in the nest*
The little birds said*	sat in the tree

WORDS

Sight

(Review)	She	little	away
(New)	said	Good-bye	flew

Game No. 10, page 176.

Phonetic

(Review)	cat
(New)	sat

PHONETICS

See page 235.

Lesson 7.

Third Step—Sentence, Phrase, and Word Development: Phonetics.

WORD DRILL

Teacher: Our story is about some little—
Children: Birds. (Teacher writes words as children give them.)
Teacher: They built a—
Children: Nest.

Teacher: The mother bird put into it some little—
Children: Eggs.
Teacher: How many eggs were there? Count them.
Children: One, two, three.
Teacher: The eggs were—
Children: White.
Teacher: Soon there were three little—
Children: Birds.
Teacher: In the—
Children: Nest.
Teacher: The little birds grew and grew and soon were big enough to fly. Then the mother bird said—
Children: Fly, fly.
Teacher: The father bird said—
Children: Fly, fly.
Teacher: The little birds said—
Children: Good-bye, nest.

When all words are on the board, play Game No. 14, page 177.

Fourth Step—Reading Lesson. (Pupil's Hand Chart or Wall Chart, page 15).

The little birds sat in the nest.
The mother sat in the tree.
She said, "Fly, fly."
The father sat in the tree.
The father said, "Fly, fly."
The little birds said, "Good-bye!
Good-bye, nest, good-bye!"
The little birds flew away.
The mother bird flew away.
The father bird flew away.

Teacher will ask questions and have children read the sentences and then give answers.

SILENT READING EXERCISE

Seat work in silent reading may well be given here, based on Card 2, New Set VII-A. See page 218.

Lesson 8.

Review phrases and words.

Read Pupil's Hand Chart or Wall Chart, pages 13, 14, and 15.

PHONETICS (*n*, *f*, and *at*)

Lesson 1.

Develop *n* from *nest.*

Give other words that begin with *n.* (name, new, net, now.)

Lesson 2.

Develop *f* from *father.*

Give other words that begin with *f.* (fan, fish, fox.)

Lesson 3.

Write or print *cat* on the board.

What is the word?

What does this say? (Point to *c.*)

If you take *c* away, what is left?

Name other words that rime with or end in *at.*

Write or print them on the board as the children say them.

Erase the initial consonant of each; what have we left? (*at.*)

Replace the initial consonants in a different order; have the children say the words again. (mat, cat, bat, sat, fat.)

Lesson 4.

Review *m, b, l, s, n, c* (hard), *d, f,* using Game No. 1, page 175.

Review forming of plurals by adding *s.*

SUGGESTIONS FOR SUPPLEMENTARY WORK (BIRDS' NESTS)

I. Supplementary Story. "A Nest of Many Colors" in *In the Child's World,* Milton Bradley Company.

III. Poem. "Bird Thoughts," by Charlotte Brewster Jordan in *In the Child's World,* Milton Bradley Company.

IV. Song. "The Bird's Nest," by Jessie L. Gaynor in *Songs of the Child World,* Part I, Church.

V. Song Game. "Five Little Chickadees," by Walker and Jenks in *Songs and Games for Little Ones,* Oliver Ditson Company.

VI. Occupation. (*a*) Draw a tree and put nest with eggs in it. Free-hand cutting of trees.

(*b*) Seat Work Sentence, Phrase, and Word Cards, New Set VI.

Lesson 1. After page 13 of the Pupil's Hand Chart or the Wall Chart has been read, give the pupils Card 2, New Set VI. Cut off Lesson for page 13; cut apart the sentences; cut the sentences on the lines into phrases and words as indicated. Have each pupil rebuild the sentences, using the Pupil's Hand Chart or the Wall Chart as his model.

Lesson 2. Card 2, page 14, to be used after page 14 of the Pupil's Hand Chart or the Wall Chart has been read. Follow directions given for Lesson 1.

Lesson 3. Proceed as in Lesson 1 with Card 2, page 15, to be used after page 15 of the Pupil's Hand Chart or the Wall Chart has been read.

(*c*) Seat work in silent reading and crayoning, Card 2, New Set VII-A. To follow page 28 of the Pupil's Hand Chart or the Wall Chart.

THE LITTLE RED HEN
(Days 17-20)

First Step—The Oral Story.

A Little Red Hen was in the farm-yard with her chickens, when she found a grain of wheat. The cow and the sheep were in the farm-yard, too.

"Who will plant this wheat?" she asked.

"Moo, moo! I will not," said the cow.

"Baa, baa! I will not," said the sheep.

"Cluck, cluck!" said the Little Red Hen. "Then I will."

So she planted the grain of wheat, and soon it began to grow. She watched it day after day, and by and by it was tall and ripe.

Just then the dog came into the farm-yard.

"Who will reap this wheat?" asked the Little Red Hen.

"Moo, moo! I will not," said the cow.

"Baa, baa! I will not," said the sheep.

"Bow-wow! I will not," said the dog.

"Cluck, cluck!" said the Little Red Hen. "I will." And she reaped the wheat.

Just as she finished reaping the wheat, the cat came into the farm-yard to see what was the matter.

"Who will thresh this wheat?" asked the Little Red Hen.

"Moo, moo! I will not," said the cow.

"Baa, baa! I will not," said the sheep.

"Bow-wow! I will not," said the dog.

"Mew, mew! I will not," said the cat.

"Cluck, cluck! I will," said the Little Red Hen, and she worked and worked until the wheat was all threshed and in a bag.

Just then the dove flew to the farm-yard.

"Who will take this wheat to the mill to have it ground into flour?" asked the Little Red Hen.

"Moo, moo! I will not," said the cow.

"Baa, baa! I will not," said the sheep.

"Bow-wow! I will not," said the dog.

"Mew, mew! I will not," said the cat.

"Coo, coo! I will not," said the dove.

"Cluck, cluck! I will," said the Little Red Hen, and she took the wheat to the mill and had it ground into flour.

When she brought the flour home, she said, "Who will bake a loaf of bread with this flour?"

"Moo, moo! I will not," said the cow.

"Baa, baa! I will not," said the sheep.

"Bow-wow! I will not," said the dog.

"Mew, mew! I will not," said the cat.

"Coo, coo! I will not," said the dove.

"Cluck, cluck! I will," said the Little Red Hen. So she baked a loaf of bread with the flour.

When it was baked, she asked, "Who will eat this bread?"

"Moo, moo! I will," said the cow.

"Baa, baa! I will, said the sheep.

"Bow-wow! I will," said the dog.

"Mew, mew! I will," said the cat.

"Coo, coo! I will," said the dove.

"Cluck! No, you will not!" said the Little Red Hen. "My little chicks and I are going to do that."

So she called all her little chicks and they ate up the loaf of bread.

—Old Tale.

Second Step—Dramatization.

Characters

Cow *Sheep* *Dog* *Cat* *Hen* *Chickens* *Dove*

Scene

Farm-yard: A place for a wheat field; a mill; an oven. Hen, chickens, cow, and sheep in the field.

Hen: I have found a grain of wheat. Who will plant it?
Cow: Moo, moo! I will not.
Sheep: Baa, baa! I will not.
Hen: Cluck, cluck! I will.

(She plants the wheat and watches it grow tall and ripe. A boy or girl may be used for the wheat by stooping down or lying on the floor and then growing taller. The dog comes to the farm-yard.)

Hen: Who will reap this wheat?
Cow: Moo, moo! I will not.
Sheep: Baa, baa! I will not.
Dog: Bow-wow! I will not.
Hen: Cluck, cluck! I will.

(Give imitation of reaping wheat. The cat comes to the farm-yard.)

Hen: Who will thresh this wheat?
Cow: Moo, moo! I will not.
Sheep: Baa, baa! I will not.
Dog: Bow-wow! I will not.
Cat: Mew, mew! I will not.
Hen: Cluck, cluck! I will.

(Give imitation of threshing wheat. The dove flies to the field.)

Hen: Who will take this wheat to the mill to have it ground into flour?
Cow: Moo, moo! I will not.
Sheep: Baa, baa! I will not.
Dog: Bow-wow! I will not.
Cat: Mew, mew! I will not.
Dove: Coo, coo! I will not.
Hen: Cluck, cluck! I will.

(She takes the wheat to the mill and comes back with flour.)

Hen: Who will bake a loaf of bread with this flour?
Cow: Moo, moo! I will not.
Sheep: Baa, baa! I will not.
Dog: Bow-wow! I will not.
Cat: Mew, mew! I will not.
Dove: Coo, coo! I will not.
Hen: Cluck, cluck! I will.

(She makes a loaf of bread and bakes it.)

Hen: Who will eat this bread?
Cow: Moo, moo! I will.
Sheep: Baa, baa! I will.
Dog: Bow-wow! I will.
Cat: Mew, mew! I will.
Dove: Coo, coo! I will.
Hen: Cluck! No, you will not! My little chicks and I are going to do that. Cluck, cluck!

(The little chickens run to her and eat the bread.)

Note that the reading value of this story is increased by introducing a new character in each refrain, thereby breaking up the tendency to rote work.

Lesson 1.

Third Step—Sentence, Phrase, and Word Development: Phonetics.

Sentences

Teacher will place on the blackboard ledge, Cards 2, 6, 10, New Set I.

Do what this sentence tells you: (Find the hen.)

What did the hen say? ("Cluck, cluck," said the hen.) Read the sentence.

Do this: (Find the sheep.) Read the sentence.

What did the sheep say? ("Baa, baa," said the sheep.) Read the sentence.

Do this: (Find the cow.) Read the sentence.

What did the cow say? ("Moo, moo," said the cow.) Read the sentence.

Read the six sentences.

Phrases

said the cow*	Moo, moo
said the sheep*	Baa, baa
said the hen*	Cluck, cluck

Game No. 3, page 175.

Words

Sight

(Review)	said	cow	sheep	hen
(New)	Moo	Baa	Cluck	

Game No. 12, page 176.

Phonetics

See page 247.

Lesson 2.

Third Step—Sentence, Phrase, and Word Development: Phonetics.

SENTENCES

The Little Red Hen found a grain of wheat and she said, "Who will plant this wheat?"

What did the cow say? ("Moo, moo! I will not," said the cow.)

Write this sentence on the board.

Read it.

Point to the following:

Moo, moo
I will not
will
not
said the cow

Read the following also:

"Baa, baa! I will not," said the sheep.
"Cluck, cluck! I will," said the hen.

PHRASES

said the cow*	I will not*
said the sheep*	I will*
said the hen*	

Game No. 9, page 176.

WORDS

Sight

(Review)	said	cow	sheep	hen
(New)	will	not		

Game No. 12, page 176.

PHONETICS

See page 247.

Fourth Step—Reading Lesson. (Pupil's Hand Chart or Wall Chart, page 16).

(Teacher: The Little Red Hen found a grain of wheat. She said, "Who will plant this wheat?")

"Moo, moo! I will not," said the cow.
"Baa, baa! I will not," said the sheep.
"Cluck, cluck! I will," said the hen.

Lesson 3.

Third Step—Sentence, Phrase, and Word Development: Phonetics.

Sentences

Review Lesson 2.

The Little Red Hen said, "Who will reap this wheat?"
What did the cow say? Write sentence.
Have it read.
What did the sheep say?
Read the sentence.
What new animal came now? Find the picture of it. New Set 1, Card 17.
What did the dog say?
Read the sentence.
Point to "Bow-wow."
What did the hen say?
Read the four sentences.

Phrases

said the cow*
said the sheep*
said the dog*
said the hen*
I will not*
I will*

WORDS

Sight

(Review) Moo will not Baa Cluck

Phonetic

(New) Bow-wow

PHONETICS

See page 247.

Fourth Step—Reading Lesson. (Pupil's Hand Chart or Wall Chart, page 17).

(Teacher: The Little Red Hen said, "Who will reap this wheat?")

"Moo, moo! I will not," said the cow.
"Baa, baa! I will not," said the sheep.
"Bow-wow! I will not," said the dog.
"Cluck, cluck! I will," said the hen.

Lesson 4.

Third Step—Sentence, Phrase, and Word Development: Phonetics.

SENTENCES

The Little Red Hen said, "Who will thresh this wheat?"
What did the cow say?
Write answers to each question.
What did the sheep say?
What did the dog say?
What new animal came next? Find the picture of it. New Set I, Card 15.
What did the cat say?
Point to "mew."
What did the hen say?
Read the sentences.

Phrases

said the cow*	said the cat*
said the sheep*	said the hen*
said the dog*	I will not*

Play Game No. 13, page 176.

Words

Sight

(Review)	Moo	Baa	Cluck
(New)	Mew		

Phonetic

(Review) Bow-wow

Phonetics

See page 248.

Fourth Step—Reading Lesson. (Pupil's Hand Chart or Wall Chart. page 18).

(Teacher: The Little Red Hen said, "Who will thresh this wheat?")

"Moo, moo! I will not," said the cow.
"Baa, baa! I will not," said the sheep.
"Bow-wow! I will not," said the dog.
"Mew, mew! I will not," said the cat.
"Cluck, cluck! I will," said the hen.

Lesson 5.

Third Step—Sentence, Phrase, and Word Development: Phonetics.

SENTENCES

Follow plan of previous lessons, showing the picture and adding the sentence about the dove.

PHRASES

said the cat*	Mew, mew
said the dove*	Coo, coo

WORDS

Sight

(Review) said mew cat dove
(New) Coo

PHONETICS

See page 248.

Fourth Step—Reading Lesson. (Pupil's Hand Chart or Wall Chart, page 19).

(Teacher: The Little Red Hen said, "Who will take this wheat to the mill to have it ground into flour?")
"Moo, moo! I will not," said the cow.
"Baa, baa! I will not," said the sheep.
"Bow-wow! I will not," said the dog.
"Mew, mew! I will not," said the cat.
"Coo, coo! I will not," said the dove.
"Cluck, cluck! I will," said the hen.

Lesson 6.

Third Step—Sentence, Phrase, and Word Development: Phonetics.

Follow plan of Lesson 5.

Fourth Step—Reading Lesson. (Pupil's Hand Chart or Wall Chart, page 20).

(Teacher: The Little Red Hen said, "Who will bake some bread with this flour?")
"Moo, moo! I will not," said the cow.
"Baa, baa! I will not," said the sheep.
"Bow-wow! I will not," said the dog.
"Mew, mew! I will not," said the cat.
"Coo, coo! I will not," said the dove.
"Cluck, cluck! I will," said the hen.

Lesson 7.

Third Step—Sentence, Phrase, and Word Development: Phonetics.

SENTENCES

Follow plan of previous lesson and develop the word "No."

PHRASES

Review all phrases in the lesson.

WORDS

Sight

(Review) Moo Baa Mew Coo Cluck
(New) No

Phonetic

(Review) Bow-wow

PHONETICS

See page 248.

Fourth Step—Reading Lesson. (Pupil's Hand Chart or Wall Chart, page 21).

(Teacher: The Little Red Hen said, "Who will eat this bread?")
"Moo, moo! I will," said the cow.
"Baa, baa! I will," said the sheep.
"Bow-wow! I will," said the dog.
"Mew, mew! I will," said the cat.
"Coo, coo! I will," said the dove.
"Cluck! No! I will," said the hen.

Lesson 8.

Review. Read Pupil's Hand Chart or Wall Chart, pages 16, 17, 18, 19, 20, 21.

PHONETICS (*w, ŏw, h*)

Lesson 1.

From *will* develop *w*. (*wait, wet, win, water.*)

Lesson 2.

Teacher will write or print *cow* on the board.

What is the word?

What does this say? (Point to *c.*)

If you take *c* away, what is left?

Name other words that rime with or end in *ow.*

(*cow, bow-wow, how, now.*)

Teacher will write or print them on the board as the children say them.

Teacher will erase the initial consonant of each; what is left?
Teacher will replace the initial consonants in a different order; have the children say them again.

Lesson 3.

Develop *h* from house.

Name other words that begin with *h*.

(*has, home, happy, help, hard, hat.*)

Lesson 4.

Review:

c as in *cat* and *cow*.
b as in *baa* and *bow-wow*.
m as in *moo* and *mew*.

Review consonants, using Game No. 39, page 181.
Review the *at* phonogram.
Make the following words: *cat, mat, bat, hat, fat.*
Review the *ow* phonogram.
Make the following words: (*bow-wow, cow, now, how.*)
Game No. 7, page 176.

SUGGESTIONS FOR SUPPLEMENTARY WORK (THE HEN)

I. Supplementary Story. "The Lost Chicken" in *In the Child's World,* Emilie Poulsson, Milton Bradley Company.

II. Conversation. Hens and chickens.

III. Poem. "Three White Eggs," Christina G. Rossetti.

IV. Songs.

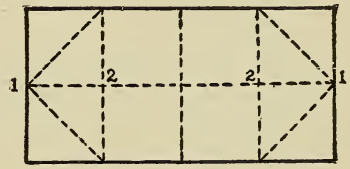
(1) "Little Chickens," Hailmann in *Songs, Games, and Rhymes.*

(2) "Baby Chickens" in *Lyric Music Primer,* Scott, Foresman and Company.

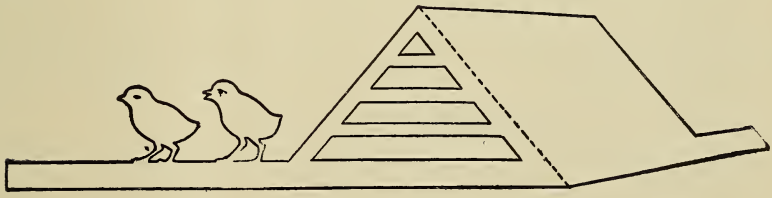
V. Song Games. "The Hen and the Chickens," by Emilie Poulsson in *Finger Plays,* Milton Bradley Company.

VI. Occupation. Hencoop.

(1) Oblong 4″ x 8″. Fold into 8 squares. Cut from 1 to 2. Overlap end triangles and paste. Cut slats in one side of coop.



(2) Cut hencoop and chickens.



ACTION LESSON

(For Silent Reading)

(Day 21)

Lesson 1.

Third Step—Sentence, Phrase, and Word Development: Phonetics.

Sentences

Teacher will place around the room Cards 5, 7, 9, 12, 13, 16, 17, New Set I.

Who can do what the chalk tells you to do?
Teacher writes on the board. ("Find one tree.")
Give it to me.
What did I say to do?
I will write it on the board. ("Give it to me.")
Read it.
Point to "Give it."
Point to "Give."
Do this: (Find two birds.)
Run to the birds.
What did I say to do?
I will write it on the board.
Read it.
What is the new word?
Point to "Run."
Use "run" and "give" in other sentences for drill work.

Examples:

Run to the tree.
Run to the cat.
Run to the bird.
Give the cat to me.
Give the dog to me.

PHRASES

one tree	Give it
two birds	to me
three eggs*	to the dog

WORDS

Sight

(Review)	one	two	three	me	eggs
(New)	Run	Give			

PHONETICS

See page 252.

Lesson 2.

Fourth Step—Reading Lesson. (Pupil's Hand Chart or Wall Chart, page 22).

Find one tree.
Give it to me.
Find two birds.
Run to the birds.
Find the nest.
Give it to me.
Find three eggs.
Find the boy.
Run to the boy.
Find the girl.
Fly to the girl.
Run to the dog.
Run to me.

Have children read each sentence and then perform the act.

PHONETICS (*sh*)

From *sheep* develop *sh*.

Name other words beginning with *sh*.
(she, shell, shut, shake, shade, shoot, shook, show.)

SILENT READING LESSON

(DAY 22)

Lesson 1.

Third Step—Sentence, Phrase, and Word Development: Phonetics.

SENTENCES

Ask questions to be answered by "Yes" or "No"; as,
Can the dog run? Yes.
Can the dog fly? No.
Point to "Yes." Point to "No."
Point to "Can"?

WORDS

Sight

(Review)	run	fly	cat	cow	No
(New)	can	Yes	you		

Game No. 1, page 175.

Phonetic

(New) we

Lesson 2.

Fourth Step—Silent Reading Lesson. (Pupil's Hand Chart or Wall Chart, page 23).

Can the cow run? Yes.
Can the cow fly? No.
Can the hen fly?
Can the hen run?
Can the sheep fly?
Can the sheep run?
Can we run?
Can the cat fly?
Can the cat run?
Can the dog fly?
Can the dog run?
Can you fly?
Can you run?

Place on the blackboard ledge Cards 54, 50, New Set III.

Have the children read each sentence silently, and then point to the correct answer, "Yes" or "No."

Silent Reading Exercise

Seat work in silent reading may well be given here, based on Card 3, New Set VII-A.

Phonetics ($\bar{e}$)

From *me* develop $\bar{e}$ and the following words:

we she be

Suggestions for Supplementary Work

Occupation. Seat Work Sentence, Phrase, and Word Cards, New Set VI, Card 3. Use this lesson as a silent reading lesson to follow page 23 of the Pupil's Hand Chart or Wall Chart. Each pupil will cut card on lines; he will then rearrange by referring to Pupil's Hand Chart or Wall Chart; answer each Question by "yes" or "no." See suggestions, page 209.

THE GOOD RAIN

(Days 23-26)

First Step—The Oral Story.

Once upon a time a little boy and a little girl lived on a farm.

One summer the sun shone very hot and very long for many, many days. The cow and the sheep could not get any nice, green grass to eat because the sun had dried it all up in the meadows.

The hot wind blowing through the corn fields rustled the leaves until they seemed to say, "Come, rain, come!" The tall grass in the meadow murmured, "Come, rain, come," and the leaves on the trees kept whispering, "Come, rain, come!"

It was so hot and dry that even the children could not run and play in the meadow.

"Father," said the little boy one day, "please take us down to the nice cool river and let us have a picnic!"

"Very well," said their father. "Tomorrow we will all go for a fine picnic to the river."

That night the children went to bed very early. All night long they dreamed of the fun they would have at the picnic.

But when they waked up the next morning, what do you suppose they found? The rain was pouring down! The little boy and the little girl were ready to cry, for they knew they could not have their picnic in the rain. They ran out into the barnyard to look up at the sky and see if it seemed anywhere as if the rain might stop. But all around hung the dark gray clouds as far as they could see.

"Oh, dear!" said the little boy. "See the bad, bad rain! The bad rain has spoiled all our fun. Now we cannot go to the picnic!"

"I do not like you, rain," said the little girl. "You are not a good rain. Go away, rain, go away! We cannot play in the rain!"

Just then they heard a noise in the barnyard, and what do you think it was? All the animals in the barnyard had come together to talk about the rain. The little boy and the little girl were so surprised that they stood still in the rain and did not once think how wet they were getting.

Old Betsy, the cow, was the first to speak. "Moo, moo! Did you hear what our master's son called this good rain? He called it a *bad, bad* rain!

Doesn't he know that the rain is *good*, and that it will make the dry grass in the fields grow green again and that it will make the corn grow tall?"

Then the sheep said, "Baa, baa! I like the good rain."

"Bow-wow!" said Rover, the dog. "Come, rain, come, and make all the fields and meadows green! I like to play in the rain."

Just then Spot, the cat, put her head out of the barn door and called out, "Mew, mew! You can say what you please, but I don't like the rain. I don't like to get wet. Of course boys don't like the rain!"

"Coo, coo!" said the dove. "Girls don't like the rain, either. I wonder why they don't like the nice, cool rain?"

"I know why children do not like the rain," said a little bird that had hopped up near to Rover. "They can not play in the rain."

Biddy, the hen, called out to Spot: "Cat, it won't hurt you if you do get wet. I am sure you are always washing yourself with your tongue, and you don't seem to mind getting wet that way. If the children don't want to play in the rain they can go into the house. They can play there all they want to."

"You are right, Biddy," said old Betsy, the cow. "The children should not call the rain bad. They ought to learn the old song my mother taught me:

"Whether the sun shines overhead
Or whether the rain comes down instead,
Some one is glad to have it so,
Whether it's sun or rain or snow."

The little boy and the little girl hung their heads. They did not have a word to say, for they knew that the cow and the sheep and the hen were right.

Soon the little boy and the little girl went into the house for breakfast, and while they were eating they told their father and mother all the strange things they had heard in the barnyard.

After they had eaten their breakfast, another big surprise was waiting for them. When they went to the door they found the rain had stopped and the sun was shining brightly once more.

"Now we can have our picnic!" shouted the little boy.

"Good-bye, rain, good-bye," said the little girl.

"The rain is good, after all," said the little boy.

"Yes," said his father. "Cows and sheep like the rain, for they know it makes the grass green."

"Hens and birds like it, too," said his mother. "Everyone should like the nice, cool rain."

As they started off for the picnic, old Betsy raised her head above the fence and called out, "Moo, moo! The rain is good," and the little bird sang to them, "Good-bye! Good-bye! Have a good time down by the river. I will fly to the top of a tall tree and see how green the good rain has made all the grass."

As the happy children went to the river for their picnic the tall grass seemed to say, "Good rain! Good rain!" The corn stalks waved their long arms in the wind and said, "Good rain!" and the leaves on the trees laughed in the sunshine and said, "Good rain!"

"We will never call the rain bad again," said the little girl. "We will always remember the old song that Betsy's mother taught her:

"Whether the sun shines overhead
Or whether the rain comes down instead,
Some one is glad to have it so,
Whether it's sun or rain or snow."

Second Step—Dramatization.

CHARACTERS

corn	*grass*	*leaves*	*cow*	*sheep*
boy	*girl*	*father*	*dog*	*cat*
dove	*bird*	*mother*	*hen*	*rain*

SCENE

A place for a corn field; a meadow; a house with yard and trees.

Corn: Come, rain, come! It is so hot.

Grass: Come, rain, come! It is so dry.

Leaves: Come rain, come! Make us green again.

Boy: Father, please take us down to the nice, cool river and let us have a picnic.

Father: We will all go for a fine picnic to the river tomorrow.

(The children go to bed; in the morning they wake up. They run to the barnyard.)

Boy: See the bad, bad rain! It has spoiled all our fun. Now we can not go to the picnic.

Girl: I do not like you, rain. You are not a good rain. Run away, rain, run away. We cannot play in the rain.

(Children hear a noise in the barnyard and stop to listen. They are surprised to hear all the animals talking.)

Cow: Moo, moo! Did you hear what our master's son called this good rain? He called it a bad, bad rain. Doesn't he know that the rain is good, and that it will make the dry grass in the fields grow green again and that it will make the corn grow tall?

Sheep: Baa, baa! I like the good rain.

Dog: Bow-wow! I like the rain, too. Come, rain, come, and make the fields and meadows green!

Cat: Mew, mew! You can say what you please, but I don't like the rain. I don't like to get wet. Of course boys do not like the rain!

Dove: Coo, coo! Girls do not like the rain, either. But I like the nice, good rain.

Bird: I know why boys and girls do not like the good rain. They are like the cat. They do not want to get wet.

Hen: Cat, it will not hurt you if you do get wet. I am sure you are always washing yourself with your tongue, and you do not seem to mind getting wet that way. If the children don't want to play in the rain they can go into the house. They can play there all they want to.

Cow: You are right. The children should not call the rain bad. They ought to learn the old song my mother taught me:

"Whether the sun shines overhead,
Or whether the rain comes down instead,
Some one is glad to have it so,
Whether it's sun or rain or snow."

(The children go into the house for breakfast. A dialogue may be worked out, telling what the children told their parents about what they heard in the barnyard. After breakfast they come to the door.)

Boy: Oh, see! The sun is shining! Now we can have our picnic.

Girl: Good-bye, rain, good-bye.

Bird: Good-bye, boy and girl, I will fly to the top of the tree.

Corn: Good rain!

Grass: Good rain!

Leaves: Good rain!

Mother: Everyone should like the nice, good rain.

Boy: The rain is good, after all.

Girl: We will never call the rain bad again. We will always remember the old song that Betsy's mother taught her:

"Whether the sun shines overhead,
Or whether the rain comes down instead,
Some one is glad to have it so,
Whether it's sun or rain or snow."

Lesson 1.

Third Step—Sentence, Phrase, and Word Development. Phonetics.

Sentences

This is what the boy said when he saw the rain. (See the rain.)
Write the sentences on the board and have pupils read them.
The girl said this: (It is not a good rain.)
The boy and girl were out in the rain and were wet.
The boy said this: (We are wet.)
The girl did not like the rain and she said this: (Go away, rain.)
What did the boy say? (Rain, you are not good.)
This is why they did not like the rain. (We can not play in the rain.)
What did the boy say? (Rain, rain, go away. We are wet.)

Phrases

is not a good rain*	are not good*
are wet*	can not play*
Go away*	in the rain*

Play Game No. 13, page 176, with cards from New Set IV.

WORDS

Sight

(Review) It not We are
(New) rain wet play

Phonetic

(New) go

Play Game No. 10, page 176.

PHONETICS

See page 262.

Lesson 2.

Fourth Step—Reading Lesson. (Pupil's Hand Chart or Wall Chart, page 24).

Boy: See the rain!
Girl: It is not a good rain.
Boy: We are wet.
Girl: Go away, rain.
Boy: Rain, you are not good.
Girl: We can not play in the rain.
Boy: Rain, rain, go away.
We are wet.

Have sentences read in answer to questions similar to those in Lesson 1.

Then have it read as a dialogue.

Lesson 3.

Third Step—Sentence, Phrase, and Word Development. Phonetics.

Sentences

Teacher will put sentences in parenthesis on the board and have them read.

The cow said: (See the good rain.)
The dog said: (I like to play in the rain.)
Do boys like rain?
The cat said: (Boys do not like rain.)
Point to "do not like rain."
Point to "do."
Do girls like rain?
The dove said: (Girls do not like rain.)
Point to "do."
The bird said: (They can not play in the rain.)
Point to "can not play."
Point to "in the rain."
The hen said: (They can go into the house. They can play in the house.)
Point to "can go," "can play," and "into."
Then the cow said: (We like the rain. Do not go away, rain.)
Point to "Do not go away."
Point to "Do."

Phrases

like to play
do not like rain*
can go into the house*
can play in the house*
Do not go away*
like the rain
can not play*

Game No. 3, page 175.

WORDS

Sight

(Review)	good	rain	play	go
	They	We	not	away
(New)	do			

Game No. 6, page 175.

PHONETICS

See page 264.

Lesson 4.

Fourth Step—Reading Lesson. (Pupil's Hand Chart or Wall Chart, page 25).

Cow: See the good rain.
Sheep: I like the rain.
Dog: I like to play in the rain.
Cat: Boys do not like rain.
Dove: Girls do not like rain.
Bird: They can not play in the rain.
Hen: They can go into the house.
They can play in the house.
Cow: We like the rain.
Do not go away, rain.

Have sentences read in answer to questions.

Have the lesson read orally in dialogue form.

Lesson 5.

Third Step—Sentence, Phrase, and Word Development. Phonetics.

Sentences

Put sentences in parenthesis on the board and have them read.

The rain is going away and the girl said: (Good-bye, rain, good-bye.)
Who likes the rain?
I am going to tell you about the cows and sheep. (Cows and sheep like the rain.)
Point to "and."
Who else likes the rain?
(Hens and birds like the rain.)
Point to "and."
(Father and mother like the rain.)
(Boys and girls like the rain.)
The bird is going away. What does it say to the boy and girl?
(Good-bye, boy and girl.)
Point to "and."
Where does it say it will fly? (I will fly to the tree.)
The rain is going away, too. What does it say?
(Good-bye, boy and girl.)
What does it say you may do?
(You may play.)
Find "may."
What else does it say? ("I will not wet you.")

Phrases

Cows and sheep*	will fly to the tree*
Hens and birds*	may play*
boy and girl*	will not wet you*

WORDS

Sight

(Review)	Good-bye	rain	will
	play	wet	you
(New)	and	may	

Game No. 8, page 176.

PHONETICS

See page 264.

Lesson 6.

Fourth Step—Reading Lesson. (Pupil's Hand Chart or Wall Chart, page 26).

Girl: Good-bye, rain, good-bye.
Boy: The rain is good.
Father: Cows and sheep like the rain.
Mother: Hens and birds like the rain.
Cow: The rain is good.
Bird: Good-bye, boy and girl.
I will fly to the tree.
Rain: Good-bye, boy and girl.
You may play. I will not wet you.

Read the sentences in answer to questions.

Have the lesson read in dialogue.

Lesson 7.

Review phrases and words that have caused any difficulty.

Game No. 9, page 176.

Lesson 8.

Review Pupil's Hand Chart or Wall Chart, pages 24, 25 and 26.

Silent Reading Exercise

Seat work in silent reading may well be given here, based on Card 4, New Set VII-A.

Phonetics (*g* [hard], *ō*, and *r*)

Lesson 1.

From *girl* develop *g*. Name other words beginning with *g*. (good, go, get, gate.)

From *no* develop *o* and *go*.

Lesson 2.

Review rimes.

Which words sound alike in the following:

"Robin, Robin Redbreast."
The top went round and round.
The boy ran down the road.
The rat will run away.

From *run* develop *r*.

Lesson 3.

Review and drill on known consonants, *c, d, m, b, n, l, h, f, w, s, r*.

Game No. 9, page 176, with cards from New Set II.

Lesson 4.

Review *at, ŏw, ē, o*.

Game No. 11, page 176.

SUGGESTIONS FOR SUPPLEMENTARY WORK (RAIN)

I. Supplementary Story. "Up in the Sky and Back," by Katherine Orr in *Half a Hundred Stories,* Milton Bradley Company.

II. Conversation. Rain.

III. Poem. "Rain," by Carolyn S. Bailey in *Stories and Rhymes for a Child,* Milton Bradley Company.

IV. Song. "Raining and Clearing" in *Lyric Music Primer,* Scott, Foresman and Company.

V. Occupation. (*a*) Free-hand cutting of umbrellas and rubbers. (*b*) Silent Reading and Crayoning Cards, New Set VII-A, Card 4. To follow page 26 of the Pupil's Hand Chart or the Wall Chart.

THE CAT AND THE MOUSE

(DAYS 27-30)

First Step—The Oral Story.

Once upon a time a little gray mouse and a big white cat lived in a barn. The mouse lived in a snug hole in the wall of the barn. Every time she left the snug hole to play or to get some corn for her dinner, the big white cat would try to catch her. Then the little gray mouse would run back and hide in the hole. "I do not like the cat," she would say. "She will not let me go out to find my dinner. I can not play in the barn. I must find another home."

One day the little gray mouse saw the big white cat sitting just outside the hole waiting for her to come out. "Oh, Big White Cat," cried the

little mouse, "why do you try to catch me? I never do you any harm. Let us be friends. I only go out to get some corn for my dinner. Even a little mouse must have food to eat, you know. Let us be friends."

"Cats must have food to eat, too, Little Mouse," answered the cat. "You try to get corn for your dinner. I try to get *you* for my dinner. Isn't that fair?"

The little mouse did not know what to say. She thought and thought, until by and by she thought of a plan. So she called out, "Oh, Big White Cat, what you say is true. You do need food for your dinner. But why can't you take milk for your dinner instead of eating me?"

"I can't get any milk," answered the cat. "But if you can get me some milk for my dinner, I will not try to catch you any more. After that we will be good friends."

The little mouse did not wait to hear any more. Off she ran to the cow as fast as her four little legs would take her.

"Please, Cow," she said, "give me some milk to take to the big white cat. Then she will be my friend. The cat must have food for her dinner. Will you give me some milk?"

"Little Mouse," said the cow, "I must have food for my dinner, too. Go to the farmer and get me some hay. Then I will give you some milk."

So the little mouse ran to the farmer as fast as her four little legs would take her.

"Please, Farmer," she said, "give me some hay to take to the cow. Then she will give me some milk. I will give the milk to the big white cat, and she will not try to catch me any more. She will be my friend."

"Here is the hay, Little Mouse," said the farmer.

"Oh, thank you, Farmer, thank you!" said the little gray mouse.

Away she ran to the cow with the hay as fast as her four little legs would take her.

"Here, Cow," she said, "is some nice hay for your dinner. Now will you give me some milk?"

"Moo, moo," said the cow. "Yes, Little Mouse; here is some milk." And she gave a bowl of nice, fresh milk to the little gray mouse.

"Oh, thank you, Cow, thank you!" said the little gray mouse.

Away she ran with the milk to the cat as fast as her four little legs would take her.

"Here is some nice fresh milk, Big White Cat," said the little mouse. "Now will you be my friend?"

"Thank you, Little Mouse," said the cat. "This milk is good. It will make a fine dinner for me. Now we will be friends. I will never try to catch you again."

And ever since then the big white cat and the little gray mouse have been friends. —Old Tale.

Second Step—Dramatization.

Characters

Cat *Mouse* *Cow* *Farmer*

Scene

A cat in a barn; a mouse in a hole; a cow in the barnyard; a farmer mowing hay.

(The mouse looks out of the hole and sees the cat.)

Mouse: Oh, Big White Cat, why do you try to catch me? Let us be friends. I only go out to get some corn for my dinner. I must have food to eat. Let us be friends.

Cat: I must have food to eat, too, Little Mouse. You try to get corn for your dinner. I try to get you for my dinner. Isn't that fair?

Mouse: What you say is true. You need food for your dinner. Why can't you take milk for your dinner instead of eating me?

Cat: I can't get any milk. If you can get me some milk for my dinner, I will not try to catch you any more. After that we will be good friends.

(The little mouse runs to the cow.)

Mouse: Please, Cow, give me some milk to take to the big white cat. Then she will be my friend. The cat must have food for her dinner. Will you give me some milk?

Cow: I must have food for my dinner, too, Little Mouse. Go to the farmer and get me some hay, then I will give you some milk.

(The mouse runs to the farmer.)

Mouse: Please, Farmer, give me some hay to take to the cow. Then she will give me some milk. I will give the milk to the big white cat and she will not try to catch me any more. She will be my friend.

Farmer: Here is the hay, Little Mouse.

Mouse: Oh, thank you, Farmer, thank you!

(The mouse runs to the cow.)

Mouse: Here, Cow, is some nice hay for your dinner. Now will you give me some milk?

Cow: Moo, moo! Yes, Little Mouse. Here is some milk.

(The cow gives the mouse a bowl of milk.)

Mouse: Thank you, Cow, thank you.

(The mouse runs to the cat.)

Mouse: Here is some nice fresh milk, Big White Cat. Now will you be my friend?

Cat: Thank you, Little Mouse. This milk is good. It makes a fine dinner for me. Now we will be friends. I will never try to catch you again.

Lesson 1.

Third Step—Sentence, Phrase, and Word Development. Phonetics.

SENTENCES

Where did a white cat sit? (A white cat sat in a barn.)

Point to the picture of the barn. (Card 14, New Set I.) Point to the word "barn."

What did she see? (She saw a mouse.) Point to mouse.

Find the picture of the mouse. Card 18, New Set I.

What did the mouse see? (The mouse saw the cat.)

This is what the mouse said: (I do not like you.) (I can not play in the barn.)

Why did the mouse want to go away?

The mouse said: (I can not go to find a dinner.)

Point to "can not go."

Point to "find a dinner."

Which word is dinner?

Read all the sentences.

Phrases

A white cat
sat in a barn*
saw a little mouse*
saw the cat*
The mouse said*
do not like you*
can not play*
can not go*
to find a dinner*
do you like milk*

Game No. 31, page 180.

Words

Sight

(Review)	white	sat	She	saw
	little	play	find	
(New)	barn	do	mouse	dinner

Game No. 12, page 176.

Phonetics

See page 273.

Lesson 2.

Third Step—Sentence, Phrase, and Word Development. Phonetics.

Sentences

What do cats like? (Cats like milk.)
Which word is "milk"?
One day the mouse said to the cat, ("Cat, do you like milk?")
Point to milk.
What did the cat say? (The cat said, "Yes, I like milk.")
This is what the mouse said:

(I will go to the cow.)
(She will give me milk.)
(I will give the milk to you.)

Read all the sentences.

PHRASES

like milk
will go to the cow*
to you
The cat said*
will give me milk*
will give the milk*

Game No. 31, page 180.

WORDS

Sight

(Review) Yes will go she give me

(New) milk

Game No. 15, page 176.

PHONETICS

See page 273.

Lesson 3.

Fourth Step—Reading Lesson. (Pupil's Hand Chart or Wall Chart, page 27).

A white cat sat in a barn.
She saw a little mouse.
The mouse saw the cat.
The mouse said, "I do not like you.
I can not play in the barn.
I can not go to find a dinner.
Cat, do you like milk?"
The cat said, "Yes, I like milk."
The mouse said, "I will go to the cow
She will give me milk.
I will give the milk to you."

Have the sentences read silently in answer to questions. They may later be read orally.

Lesson 4.

Third Step—Sentence, Phrase, and Word Development. Phonetics.

Sentences

Where did the mouse run? (The mouse ran to the cow.)
Point to "ran to the cow."
Which word is "ran"?
What did she say? (Will you give me some milk?)
What do you think the cow did? (She gave some milk to the mouse.)
Point to "gave some milk."
Which word is "gave"? Which is "some"?
To whom did the mouse run? (The mouse ran to the cat.)
What did she do with the milk? (She gave the milk to the cat.)

Phrases

ran to the cow*
will you give me milk*
gave some milk*
ran to the white cat*
She said*

Words

Sight

(Review)	cow	She	said	give
	me	Moo	milk	yes
(New)	some	gave		

Phonetic

(Review)	go
(New)	ran

Phonetics

See page 273.

Lesson 5.

Third Step—Sentence, Phrase, and Word Development. Phonetics.

Sentences

Review Lesson 4.

Put sentences on the board.

When the mouse gave the milk to the cat the cat said:

"I like you, Mouse.
You may play in the barn.
You may go to find a dinner."

Read all the sentences.

Phrases

The cow said*
may play*
may go*
to find a dinner*

Words

Sight

(Review) you like may play
go find dinner

Phonetics

See page 273.

Lesson 6.

Fourth Step—Reading Lesson. (Pupil's Hand Chart or Wall Chart, page 28.)

The mouse ran to the cow.
She said, "Will you give me milk?"
The cow said, "Moo, moo! Yes, yes."
She gave some milk to the mouse.
The mouse ran to the white cat.
She gave the milk to the cat.
The cat said, "I like you, Mouse.
You may play in the barn.
You may go to find a dinner."

Lesson 7.

Review phrases and words in Lessons 1, 2, 3, 4, 5, and 6.

Lesson 8.

Review pages 27 and 28, Pupil's Hand Chart or Wall Chart.

SILENT READING EXERCISE

Seat work in silent reading may well be given here, based on Card 5, New Set VII-A.

PHONETICS (*an*)

Lesson 1.

Review the following consonants:

m, b, s, l, c, d, n, f, w, h, g, r.

Game No. 11, page 176.

Lessons 2 and 3.

From *can* develop *an* and the following words:

man fan ran plan

Lesson 4.

Review the following phonograms:

at, an o, ŏw, ay.

Game No. 17, page 177.

SUGGESTIONS FOR SUPPLEMENTARY WORK (CATS AND MICE)

I. Supplementary Story. "The Tale of the Littlest Mouse," Anne Guilbirt Mahon in *For the Children's Hour,* Milton Bradley Company.

II. Conversation. Cats and mice.

III. Poem. "Some Little Mice," Mother Goose; "The City Mouse and the Country Mouse," Christina G. Rossetti.

IV. Song. "Pussy Cat and the Mouse." Walker and Jenks in *Songs and Games for Little Ones,* Oliver Ditson Company.

V. Song Game. "Pussy Cat and the Mouse," by Caroline Crawford in *Dramatic Games and Dances for Little Children,* A. S. Barnes Company.

VI. Occupation. (*a*) Seat Work Sentence, Phrase, and Word Cards, New Set VI, Card 4, The Cat and the Mouse.

Lesson 1. To follow page 27 of Pupil's Hand Chart or Wall Chart. See Suggestions, page 208.

Lesson 2. To follow page 28.

Lesson 3. To follow page 29.

Game 56, page 183.

(*b*) Silent Reading and Crayoning Cards, New Set VII-A, Card 5. To follow page 28 of the Pupil's Hand Chart or the Wall Chart.

THE THREE RABBITS

(DAYS 31-34)

First Step—The Oral Story.

One morning, very early, I saw three rabbits with long, soft ears and bright, pink eyes, talking together.

"I'm going away to find a home," said the first rabbit.

"We will go with you," said the others.

"We must have grass," said the first rabbit.

"We must have plenty of carrots," said the second rabbit.

"We must try to find a kind little girl," said the third rabbit.

So off they ran down the road. They did not stop until they came to a garden gate, wide open, and in they ran.

Inside the gate there was green grass, and beyond it a patch of carrots. But just then they heard a cross little girl saying, "I will dig up the flowers! I won't keep my wagon in the path! I will get my apron dirty if I please!"

"Ah!" said the first rabbit, as he pricked up his ears. "This would not be a good place to live."

So the little rabbits ran on down the road, hunting for a good garden, where they might make their home.

After a long time, when the sun was dropping down behind the clouds and it was nearly night, the three rabbits came running along to another garden. The gate was wide open, and they looked inside. There they saw wonderful things—clumps of clover, and patches of parsnips, and full-grown cabbages and carrots and green grass.

As the three rabbits saw all the lovely green things, there came a little voice from the garden, as sweet as music:

"Mother, I've finished all the sewing, and I watered the flowers, and I picked up all my toys. Is there anything else to do?"

"This is a good garden. This is a kind little girl," said the three rabbits, hopping in through the gate. "Here we come, little girl!"

The little girl ran to her mother, "Oh, mother, see the rabbits in the garden."

Her mother said, "See them play. Give them some dinner, daughter."

The little girl gave them some dinner.

So the three rabbits, with long, soft ears, and bright, pink eyes, lived with the little girl and played with her, and had all the green grass and carrots and clover they could eat.

—Carolyn S. Bailey in *Little Animal Stories.*

Second Step—Dramatization.

Characters

Three rabbits *Two girls* *Mother*

Scene

The rabbits going down a road. Two gardens.

First Rabbit: I am going away to find a home.

Second and Third Rabbits: We will go with you.

First Rabbit: We must have grass.

Second Rabbit: We must have plenty of carrots.

Third Rabbit: We must try to find a kind little girl.

(They run down the road until they come to a garden.)

First Girl: I will dig up the flowers! I won't keep my wagon in the path! I will get my apron dirty if I please!

First Rabbit: Ah! This would not be a good place to live.

(They run down the road until they come to a second garden.)

Second Girl: Mother, I've finished all the sewing, and I watered the flowers, and I picked up all my toys. Is there anything else to do?

Three Rabbits: This is a good garden. This is a kind little girl. Here we come, little girl!

(And into the garden they go.)

Second Girl: Oh, mother, see the rabbits in the garden.

Mother: See them play. Give them some dinner, daughter.

(The little girl gives them some dinner.)

Lesson 1.

Third Step—Sentence, Phrase, and Word Development: Phonetics.

Find the picture of a rabbit. (Card 8, New Set I.) How many rabbits were there?

SENTENCES

What did three rabbits do? (Three rabbits ran away.)

Point to "rabbits."

Point to "ran away."

What did the rabbits see? (The rabbits saw a garden.)

Which word is "rabbit"?

Point to "saw a garden."

Which word is "garden"?

This is what the rabbits did: (They ran into it.)

Read it.

Whom did the rabbits see? (The rabbits saw a little girl.)

This is what the rabbits said: (We do not like you. You are not a good girl.)

Read the two sentences.

What did the rabbits do? (They ran away.)

PHRASES

Three rabbits	ran into it*
ran away*	saw a little girl*
ran and ran*	do not like you*
saw a garden	are not a good girl*

Game No. 22, page 178.

WORDS

Sight

(Review) Three ran away
They not
(Combined) into
(New) rabbits garden

Game No. 16, page 177.

PHONETICS

See page 280.

Lesson 2.

Fourth Step—Reading Lesson. (Pupil's Hand Chart or Wall Chart, page 29.)

Three rabbits ran away.
They ran and ran.
The rabbits saw a garden.
They ran into it.
The rabbits saw a little girl.
They said, "We do not like you.
You are not a good girl."
They ran away.

Read these sentences in answer to questions.

Lesson 3.

Third Step—Sentence, Phrase, and Word Development: **Phonetics.**

SENTENCES

Proceed as in Lesson 1.

PHRASES

ran away*	They said
saw a good garden*	are a good girl*
ran into it*	like the garden*
saw a little girl*	will play in it*

Game No. 13, page 177.

WORDS

Sight

(Review)	rabbits	They	garden
	We	saw	play

Game No. 23, page 178.

PHONETICS

See page 280.

Lesson 4.

Fourth Step—Reading Lesson. (Pupil's Hand Chart or Wall Chart, page 30).

The rabbits ran and ran.
They saw a good garden.
They ran into it.
The rabbits saw a little girl.
They said, "We like you, little girl.
You are a good girl.
We like the garden.
We will play in it."

Ask questions about each sentence and have children read for the answer.

Lesson 5.

Third Step—Sentence, Phrase, and Word Development: Phonetics:

Sentences

What did the little girl see in the garden? (The little girl saw the rabbits.)
Whom did she call?
This is what she said: (Mother, mother! See the white rabbits! They are in the garden.)
The mother said to see them do what? (See them play.)
Which word is "them."
She told the little girl to give them some dinner.
Can you read this: (Give them some dinner.)
What did the girl do? (The girl gave them some dinner.)
Point to "gave them some dinner."
Which word is "them."

Phrases

The little girl
saw the rabbits*
the white rabbits*
The mother said*
See them play*
Give them some dinner*
some dinner
gave them some dinner*

Game No. 21, page 178.

Words

Sight

(Review) rabbits garden
(New) them

Lesson 6.

Fourth Step—Reading Lesson. (Pupil's Hand Chart or Wall Chart, page 31.)

> The little girl saw the rabbits.
> She said, "Mother! Mother!
> See the white rabbits!
> They are in the garden."
> The mother said, "See them play.
> Give them some dinner."
> The girl gave them some dinner.

Read these sentences in answer to questions.

Lesson 7.

Third Step—Sentence, Phrase, and Word Development: **Phonetics.**

Review phrases and words in Lessons 1, 2, 3, 4, 5, and 6.

Silent Reading Exercise

Seat work in silent reading may well be given here, based on Card 6, New Set VII-A.

Phonetics

See below.

Lesson 8.

Fourth Step—Reading Lesson. (Pupil's Hand Chart or Wall Chart, page 31.)

Review pages 29, 30, and 31.

Phonetics

Lessons 1 and 2.

Review the following consonants:

b, c, d, f, g, h, l, m, n, r, s, w.

Play Game No. 9, page 176, with cards of New Set II.

Lessons 3 and 4.

Review the *at* phonogram: (bat, cat, fat, hat, mat, rat, sat.)
Review the *ō* phonogram: (no, go, so.)
Review the *ōw* phonogram: (cow, bow, how, now, row, plow.)
Review the *ē* phonogram: (he, me, she, be, we.)
Review the *an* phonogram: (can, man, fan, ran.)
Game No. 17, page 177.

SUGGESTIONS FOR SUPPLEMENTARY WORK (RABBITS)

I. Supplementary Story. "The Little King's Rabbits." Maud Lindsay in *A Story Garden,* Lothrop, Lee and Shepard.

II. Conversation. Rabbits.

III. Poem. "Ten Rabbits." *St. Nicholas,* Vol. 24.

IV. Song. "The Little Rabbit," *Song Book II,* Churchill-Grindell.

V. Song Game. "The Little Rabbits," by Caroline Crawford in *Dramatic Games and Dances for Little Children,* A. S. Barnes Company.

VI. Occupation. (*a*) Seat Work Sentence, Phrase, and Word Cards, New Set VI, Card 5. The Three Rabbits.
Lesson 1. To follow page 29 of Pupil's Hand Chart or Wall Chart. Follow directions previously given.
Lesson 2. To follow page 30.
Lesson 3. To follow page 31.
(*b*) Silent Reading and Crayoning Cards, New Set VII-A, Card 6. To follow page 31 of the Pupil's Hand Chart or the Wall Chart.

VII. Project. Make a poster.

GENERAL REVIEW (FOR CLASSES THAT NEED IT)
(DAYS 34-40)

Review stories and dramatizations given in preceding lessons, as well as the chart, the words, and the phonetics.

Refer to the summary on the following page.

SUMMARY OF PART THREE

PHONETICS

Vowels

ē, ō

Consonants

m, b, s, l, c (hard), *d, n, f, w, h, g* (hard), *r*

Phonograms

at, ŏw, an

Endings

s (plural)

Blends

sh

WORDS

(Nouns)

mother	dog	moo	mouse
father	hen	baa	dinner
boy	sheep	cluck	milk
girl	cow	mew	rabbit
tree	dove	bow-wow	garden
house	nest	coo	
bird	eggs	rain	
cat	good-bye	barn	

(Verbs)

find	likes	will	go
saw	are	give	do
fly	sat	run	may
is	said	can	ran
sees	flew	play	gave

(Adjectives)

little	two	white	some
one	three	wet	

(Articles)

a the

(Pronouns)

me	I	they	you
it	she	we	them

(Prepositions)

in	to

(Adverbs)

away	not	no	yes

(Conjunctions)

and

PART FOUR

PRIMER WORK

CHART SHOWING WORD AND PHONETIC DEVELOPMENT

Story	Pages (In Primer)	Sight Words	Phonetic Words	Phonetics
The Cat's Dinner	7– 10	Alice come kittens went for	too	t o͞o
Spot's Kittens	11– 13	Spot my black has four was were sleep	gray day	ay gr and ed (ending)
Alice and Her Kitten	14– 16	basket what guess her		k
What Was in the Nest	17– 20	pretty on from blue there after sang looked soon could		ee tr
The White Dove	21– 25	wings don't wish had want wool warm horse rides all happy am	keeps	eep sl
The Jay and the Dove	26– 27	where Mr. of that far Mrs. get	Jay land love how above	j ove
Bobbie and the Apples	28– 35	Bobbie apples any morning have who tell thank farmer with bag full did bring	his he	
Alice and Her Mother	36– 43	sister meadow must make master leave alone your oh home their playmate fast	sing corn take asleep	ing ake orn
Little Boy Blue	44– 46	blow under haycock up	horn wake	
Little Bo-Peep	47– 49	lost tails hear	Bo-Peep behind	p ind
Baa, Baa, Black Sheep	50– 52	sir dame lives coat	lane	ane Final e
The Pig's Dinner	53– 56	pig down road flowers red chickens eat stop out back	came wee by	ame ȳ fl

Piggy Wig's House	57– 60	Piggy Wig cut fill Cock-a-doodle-doo made goose	woods cracks say Jack	ood ack cr
The Little Pig	61– 67	once feet round eyes heard nose smell mouth something	pen found ears hear	ound ear th en
Little Rabbit	68– 69	clovers	now so be big then	ig
Jack Rabbit's Visit	70– 72	squirrel hole nuts along floor us	ground at sit	it
Bobbie Squirrel's Tail	73– 75	coming Brown Owl swept covered next winter put night	shells dear	ell
Ned Visits Grandmother	76– 84	cart him cookies yard bread drank	Ned grandmother ate	ed ate
Little Owl	86– 91	took whoo	name kind would	ould
What Brown Pussy Saw	92– 93	pussy		
The Brook	94– 95	both tirili tumbled still	brook ting sight	ight ook br
The Windmill	96– 99	windmill water help	mill	ill
Who Likes North Wind?	100–104	north cold let hurrah	man snow hill	ōw sn
How Patty Gave Thanks	106–110	about Patty patted	know	kn out
The Little Christmas Tree	111–116	upon Christmas branches sleigh jumped	other	other
Our Flag	117			
The Easter Rabbit	118–123	Easter stopped Ray	let	et
In the Barn Yard	124–128	pony sick galloping		
Alice and the Bird	130–133	doll cheer	bed shut	ut
Dark Pony	139–140	dark Sleepytown Noddy Niddy		

THE CAT'S DINNER

First Step—The Oral Story.

One morning my big kitty, with her three little kittens, sat by the porch. We call her "Black Kitty," but she has some white spots on her thick, warm coat. Just then my sister Alice and I saw her. "See the cat. See the kittens," said Alice. "They look hungry. Let's take them into the house and give them some milk. Come, cat, come! Come, kittens, come!"

But Black Kitty said, "Mew, mew. No, thank you, little girl. We do not need milk today. This is hunting day, and I am going to teach my kittens to hunt for their dinner."

So Black Kitty led her three little kittens down the road until they came to a big orchard where they could hunt for something to eat. A plump little bird would make a nice dinner. And sure enough, there was one sitting on a branch of the great old apple tree by the well. Black Kitty saw the bird and the little kittens saw it, too. Black Kitty twisted her ears and straightened out her back and looked right at the little bird, as she thought of the fine dinner it would make. But the bird saw Black Kitty; it saw the kittens, too. Away it flew, and all the leaves in the orchard rustled together, whispering, "Nothing here for Black Kitty; nothing here for little kittens."

Then Black Kitty said, "Come, kittens! We must hunt somewhere else for our dinner. Come to the barn." So they went to the barn, for Black Kitty thought that she could find a mouse there for dinner. Black Kitty sat down near a dark hole in the wall. She sat there so long that she hardly knew whether she was awake or asleep, listening, listening, listening. The three little kittens sat still, too, listening, listening, listening. They wanted to learn how to hunt for their dinner. At last Black Kitty saw a little mouse come creeping and peeping along. Black Kitty crouched down very low and waited for the mouse to come a little nearer. But the mouse saw Black Kitty and ran back into the hole before she could catch her. And then Black Kitty heard the soft breeze that came through the barn window, sighing over and over, "Nothing here for you-o-o; nothing here for you-o-o."

"Mew, mew, Mother," said the kittens. "We are hungry. Where can we go now to hunt for our dinner?"

But Black Kitty said, "We will not hunt any more today. This isn't a good hunting day, after all. We will go to the house, and ask the chil-

dren for milk." So Black Kitty went to the house. The kittens went, too. When we saw them coming Alice said, "Come, cat, come! Come, kittens, come! Something here for you!" Then we gave them a big pan full of milk for dinner. And as they lapped up the milk with their little red tongues, the three kittens said, "Mew, mew, Mother! The house is the best place to hunt in."

—LILLIAN M. ALLEN in *Story-Telling Time.*

Second Step—Dramatization.

CHARACTERS

Black Kitty	*Mouse*	*Trees*	*Boy*
Three Kittens	*Bird*	*Breeze*	*Girl*

SCENE

Black Kitty and her kittens near the porch. An orchard. A barn. A house.

Girl: See the cat. See the kittens. They look hungry. Let's take them into the house and give them some milk. Come, Cat, come. Come, Kittens, come.

Black Kitty: Mew, mew. No, thank you, little girl. We do not need milk today. This is hunting day, and I am going to teach my kittens to hunt for their dinner. Kittens, come with me and we will go to the orchard to see if we can find something to eat.

(They go down the road to the orchard. They see a little bird in a tree. The bird sees them and flies away.)

Trees: Nothing here for Black Kitty. Nothing here for little kittens.

Black Kitty: Come, Kittens! Come to the barn.

(They go to the barn and Black Kitty sits down near a hole in the wall. She sees a mouse and runs to get it, but the mouse runs away.)

Breeze: Nothing here for you-o-o. Nothing here for you-o-o.

Black Kitty: Come, Kittens! We will go to the house.

(They go to the house.)

Boy: Come, Cat, come!

Girl: Come, Kittens, come!

Boy: Come, Cat, come! Something here for you.

(The boy gives them a dish of milk.)

Lesson 1. (Primer, page 7.)

Third Step—Sentence, Phrase, and Word Development: Phonetics.

Look at the picture (page 7).
What do you see?
What did Alice say? (Alice said, "Come, cat.")
What else did she say? (Come to dinner.)
What did the cat say? (The cat said, "No. We will find a dinner.")

SENTENCES

Alice said, "Come, cat.
Come to dinner."
The cat said, "No.
We will find a dinner."

PHRASES

Alice said*	will find a dinner*
Come to dinner*	The cat said*

WORDS

Sight

(Review) to dinner said will find
(New) Alice Come

Phonetic

(Review) cat we

Teacher will write (and print) words on the board as given, and drill on them. Game No. 10, page 176.

PHONETICS *

Review the following consonants:

m, l, b, h, s, c, d, n, f, w, r, g.

Game No. 9, page 176.

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* One phonetic lesson is planned for each day. See "Word Control Through Phonetics," page 156, and "Practical Suggestions," pages 159 ff.

Fourth Step—Reading Lesson. (Primer, page 7.)

Lesson 2. (Primer, page 8.)

Third Step—Sentence, Phrase, and Word Development: **Phonetics.**

SENTENCES

What did the cat see? (The cat saw a bird.)
What did the kittens see? (The kittens saw a bird.)
Change "bird" to "it" and have sentence given again.
Teacher will develop *too* phonetically from "moo."
Now add "too" and have sentence read.
What did the bird see? (The bird saw the cat.)
What else did it see? (Kittens.)
What shall we use instead of "bird"? (It.)
Read this story: It saw the kittens, too.
What did the bird do? (The bird flew away.)
Teacher will have sentences re-written and printed as given.
Now, who will read all?

PHRASES

What did the cat see? (A bird.)
What did the kittens see? (A bird.)
What did the bird see? (The cat.)
What did the bird do? (Flew away.)

saw a bird*	saw the kittens*
saw it, too*	flew away*

WORDS

Sight

(Review) cat saw bird it flew away
(New) kittens

Phonetic

(Review) cat
(New) too

Drill on words. Game No. 20, page 178.

PHONETICS (*t*, *o͞o*)

From *to* develop *t*.

From *moo* develop *o͞o* and *too* and *coo*.

Fourth Step—Reading Lesson. (Primer, page 8.)

Lesson 3. (Primer, page 9.)

Third Step—Sentence, Phrase, and Word Development: Phonetics.

SENTENCES

Build sentences, using the words listed below.

Also sentences in Primer, page 9.

PHRASES

The teacher will write or print all answers to the following questions:

When the cat could not get the bird, what did she say? (Come, kittens.)

Where did they go? (To the barn.)

What did the cat see? (A mouse.)

What did the mouse see? (The cat.)

What did the mouse do? (Ran away.)

Drill on words and phrases.

Come to the barn* ran away*
went to the barn* saw the cat
saw a mouse*

WORDS

Sight

(Review) said Come to mouse saw
(New) went barn kittens away

Phonetic

(Review) cat ran

PHONETICS

(Review) *at, an.*

Fourth Step—Reading Lesson. (Primer, page 9.)

Lesson 4. (Primer, page 10.)

Third Step—Sentence, Phrase, and Word Development: Phonetics.

Sentences

Build sentences, using the words listed below, also sentences in Primer, page 10.

Phrases

went to the house* gave them milk for dinner*
We said*

Words

Sight

(Review) gave said went milk dinner
come too them house
(New) for

Game No. 8, page 176.

Phonetics

Review *ē, ō, o͞o, at, an, ŏw.*

Game No. 7, page 176.

Fourth Step—Reading Lesson. (Primer, page 10.)

For review and to get the connected thought, teacher will have pupils read pages 7, 8, 9, 10. Follow this plan in all succeeding stories.

Silent Reading Exercise

Seat work in silent reading may well be given here, based on Card 7, New Set VII-A.

SUGGESTIONS FOR SUPPLEMENTARY WORK

Occupation. (*a*) Seat Work, Sentence, Phrase, and Word Cards, New Set VI, Card 6. The Cat's Dinner.

Lesson 1. To follow page 7 in the Primer. Follow the directions given on page 203.

Lesson 2. Lesson 3. To follow page 9.

Lesson 4. To follow page 10.

(*b*) Silent Reading and Crayoning Cards, New Set VII-A, Card 7. To follow page 7 of the Primer. See suggestions on page 218.

SPOT'S KITTENS

First Step—The Oral Story.

Would you like to hear about my cat Spot? She is a beautiful cat, with blue eyes and a black coat spotted with white. That is why we call her Spot. When we want her to come to her dinner we say, "Come, Spot, come." I like Spot and Spot likes me.

Spot has four kittens. One kitten is white, one kitten is black, one kitten is gray, and one kitten is like Spot—black and white. Spot used to keep her kittens on a carpet bed under the kitchen doorstep. When Spot chose this place, she thought it would be a safe and comfortable home for her little ones. Here the little white kitten, and the little black kitten, and the litle gray kitten, and the little black and white kitten ran and played and had all the fun they could want.

But one day the rain came. Down poured the water through a crack between the doorstep and the house, and poor Spot found that she and her babies were getting wet. "Mew, mew!" she cried. "We are wet! We are wet!" As we sat in the house we heard Spot mewing in a very loud voice just outside the kitchen door. Spot and her little family were

trying to get in out of the cold rain. We opened the door in a hurry and took Spot into the house. We took the kittens, too. We put them on a mat by the kitchen stove. Before long the heat of the fire had dried their fur and they all went to sleep. After the storm was over we made another bed for them in a place where the rain could not come, and Spot had no more trouble in bringing up her family.

—Josephine Jarvis in *In the Child's World.*

Second Step—Dramatization.

Lesson 1. (Primer, page 11.)

Third Step—Sentence, Phrase, and Word Development: Phonetics.

Sentences

Build sentences, using the words listed above, also sentences in Primer, page 11.

Phrases

is my cat is black and white* like Spot likes me*

Words

Sight

(Review) is and white come like
(New) Spot my black

Phonetic

(Review) she me

Game No. 16, page 177.

Phonetics

Review *ē* in *he, we, she, me.*

Fourth Step—Reading Lesson. (Primer, page 11.)

Lesson 2. (Primer, page 12.)

Third Step—Sentence, Phrase, and Word Development: Phonetics.

Sentences

Build sentences, using the words listed below, and the sentences in Primer, page 12.

Phrases

has four kittens*	is white*	see a gray kitten*
One kitten	is black*	is like Spot*

Words

Sight

(Review) Spot kittens one see like
(New) has four

Phonetic

(Review) too
(New) gray

Game No. 19, page 178.

Phonetics (*ay, gr, and*)

From *may* develop *ay* and the following words:
bay day gay hay lay Ray say gray
From *gray* develop *gr*.
From *an* and *d* develop *and*.

Game No. 17, page 177.

Fourth Step—Reading Lesson. (Primer, page 12.)

Lesson 3. (Primer, page 13.)

Third Step—Sentence, Phrase, and Word Development: Phonetics.

SENTENCES

Build sentences, using the words listed below.

PHRASES

One day*	were wet*	went into the house*
was wet*	are wet*	went to sleep*

WORDS

Sight

(Review)	rain	wet	said	mew	are	into
(New)	house	They	went	was	were	sleep

Phonetic

(New) day

PHONETICS (*ed*—ending)

Review *ay.*

Develop the ending *ed,* as in *rained* and *played.*

Fourth Step—Reading Lesson. (Primer, page 13.)

Occupation. Seat Work, Sentence, Phrase, and Word Cards, New Set VI, Card 7. Spot's Kittens.

Lesson 1. To follow page 11 of the Primer.

Lesson 2. To follow page 12 of the Primer.

Lesson 3. To follow page 13 of the Primer.

Pupils will first reproduce the lesson and then make original sentences.

For "Suggestions for Supplementary Work," see page 300.

ALICE AND HER KITTEN

First Step—The Oral Story.

One day when Alice was a very little girl, her father came home early from the office. He carried a basket in his hand, but when he saw Alice he put the basket behind him. His eyes twinkled with fun, for he knew that Alice would wonder what was in the basket.

Alice jumped up from her chair and ran to her father. Her eyes grew big and bright as she peeped at the basket which her father had put upon the floor.

"What is in the basket?" asked Alice.

"Can you guess?" her father said.

"Is it a bird?" asked the little girl.

Her father laughed. "No, it is not a bird," he said.

"Oh, I know! It is a little dog!" cried Alice.

But her father only shook his head and said, "No, it is not a dog."

"Is it a kitten?" she asked.

"Yes, it is a kitten," he answered. "You guessed right at last."

"Is the kitten for me, Father?" asked Alice.

"Yes, it is for you," said her father. "Just listen a moment." He held the basket close to her.

Soon she heard a faint, "Mew, mew," and then a little black head pushed up the cover.

"Oh, isn't she black!" cried the little girl. "I wonder if she is hungry. May I feed her, Mother?" Alice's mother gave her some milk and Alice gave it to the little kitten.

The kitten lapped the milk with her little red tongue, until there was not a drop left in the saucer. Then she put her head between her paws and soon was fast asleep.

—Jane L. Hoxie in *Kindergarten Story Book.*

Second Step—Dramatization.

CHARACTERS

Alice *Father* *Mother* *Kitten (a cloth one)*

SCENE

Alice is sitting in her chair beside her mother, playing with her doll. Her father comes in with a basket.

Alice: What is in the basket?
Father: Can you guess?
Alice: Is it a bird?
Father: No, it is not a bird.
Alice: It is a little dog!
Father: No, it is not a dog.
Alice: Is it a kitten?
Father: Yes, it is a kitten.
Alice: Is it for me?
Father: Yes, it is for you.
Alice: May I feed it, Mother?
Mother: Yes, come with me and we will get some milk.

(Alice gets some milk and feeds the kitten. Then the kitten goes to sleep.)

Lesson 1. (Primer, page 14.)

Third Step—Sentence, Phrase, and Word Development: Phonetics.

SENTENCES

Build sentences, using the words listed below.

PHRASES

Father said	See the basket*
Come, Alice	Can you guess*
Come to me*	

WORDS

Sight

(Review)	Come	Alice	you
(New)	basket	What	guess

PHONETICS

Review all consonants taught.

Fourth Step—Reading Lesson. (Primer, page 14.)

Lesson 2. (Primer, page 15.)

Third Step—Sentence, Phrase, and Word Development: **P**honetics.

WORDS

Sight

(Review)	What	basket	bird	No
	not	Yes	kitten	me

Game No. 17, page 177.

PHRASES

is in the basket	is a kitten
is not a bird	for me*
is a little dog*	for you*
is not a dog*	

PHONETICS (*k*)

From *kitten* develop *k*.

Fourth Step—Reading Lesson. (Primer, page 15.)

Lesson 3. (Primer, page 16.)

Third Step—Sentence, Phrase, and Word Development: Phonetics.

SENTENCES

Build sentences, using words listed below.

PHRASES

is black*	likes milk
likes her kitten*	The kitten said
gave it some milk*	went to sleep*

WORDS

Sight			
(Review)	kitten	black	gave
	milk	went	sleep
(New)	her		

PHONETICS

Review the following phonograms:

at, an, oo, ōw, ay, e.

Game No. 17, page 177.

Fourth Step—Reading Lesson. (Primer, page 16.)

SILENT READING EXERCISE

Seat work in silent reading may well be given here, based on Card 8, New Set VII-A.

SUGGESTIONS FOR SUPPLEMENTARY WORK (CATS)

I. Supplementary Story. "Mrs. Tabby Gray," Maud Lindsay in *Mother Stories,* Milton Bradley Company.

II. Conversation. Cats. (Children should be encouraged to talk or tell something of some particular cat.)

III. Poem. "I Love Little Pussy," Jane Taylor.

IV. Songs.

(1) "My Kitty," Hailmann in *Songs, Games, and Rhymes*, Milton Bradley Company.

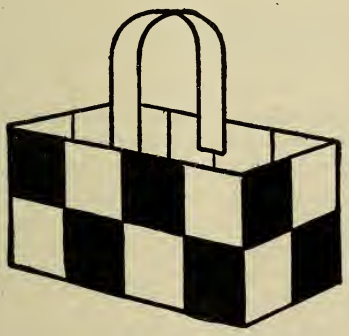
(2) "Pussy Cat," *Lyric Music Primer,* Scott, Foresman and Company.

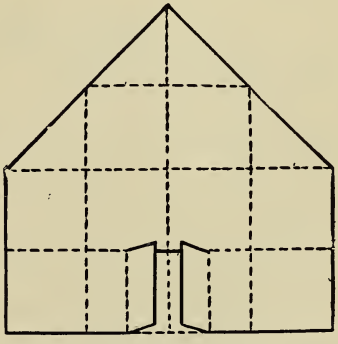
(3) "A Little Surprise," *Lyric Music Primer,* Scott, Foresman and Company.

V. Song Games. Review "Mrs. Pussy's Dinner," Emilie Poulsson in *Finger Plays,* Milton Bradley Company.

VI. Projects.

(1) Barn. Fold a 4″ square into 16 squares. Fold the upper right-hand corner to the middle. Same with upper left-hand





corner. Turn paper over. From the middle crease on lower edge, cut up one square. From the end of this cut, cut ½″ right and left. Fold doors back.

(2) Basket—woven. Twelve heavy paper strips 22″ long.

(3) Make a collection of animal pictures as they read about each kind of animal; mount these, and make into a booklet.

VII. Occupation.

(*a*) Seat Work Sentence, Phrase, and Word Cards, New Set VI, Card 7. Alice and Her Kittens.

Lesson 1. To follow page 11 of the Primer.

Lesson 2. To follow page 12.

Lesson 3. To follow page 13.

(*b*) Seat Work Letter Cards, New Set V. Use Game 55, page 183.

(*c*) Silent Reading and Crayoning Cards, New Set VII-A, Card 8. To follow page 16 of the Primer.

WHAT WAS IN THE NEST?

First Step—The Oral Story.

I will tell you a story of two little girls named Nellie and Katie, who lived away out in the country. They lived with their mother and father in a little house among the trees, where they could hear the birds sing, and watch all the pretty wild flowers blossom through the spring and summer. In the autumn they would pick the fruit and watch for Jack Frost to open the chestnut burrs and let the nuts drop to the ground for the little boys and girls or the squirrels. But what I want to tell you about is something the girls saw one morning in June.

Two little birds had come from down South and built a nest in a cherry tree in front of the house. Now, the room where Nellie and Katie slept had a window that looked right out upon the branches of this cherry tree; and how the girls did enjoy watching the birds! The mother bird sat on the nest day after day. One morning she flew away for a few moments, and what do you suppose the little girls saw? They saw one, two, three, four pretty blue eggs in the nest.

The mother bird flew back to the nest and sat there day after day for two long weeks. One day she flew from the nest. She sat in the tree and

sang and sang. The father bird sang, too. The little girls looked in the nest. Can you guess what they saw? They saw four funny little baby birds without any feathers!

The little birds grew and grew until by and by they were covered with feathers and they were so large that there was hardly room for them all in the nest. When it was time to teach them to fly, the mother bird said, "Fly, fly!" The father bird, too, said, "Fly, fly!" The girls watched the four little birds learn to fly. They flew from the nest; soon they flew from tree to tree. One day all the birds flew far away and the little girls waved their hands and said, "Good-bye, good-bye!"

—*Boston Collection of Kindergarten Stories.*

Second Step—Dramatization.

See dramatization of "The Bird's Nest," page 227, for suggestions.

Lesson 1. (Primer, page 17.)

Third Step—Sentence, Phrase, and Word Development: Phonetics.

Sentences

Build sentences, using the words listed below.

Phrases

saw a nest
was a little nest*
two birds*
were pretty birds*
were in the tree*

Words

Sight

(Review) girls nest tree two them you
(New) pretty

Whom do you see in this picture, page 17? (Girls.)
What did they see? (Nest.)
What kind of nest was it? (A little nest.)
Where was it? (In a tree.)
What else did they see? (Birds.)
How many? (Two.)
What kind of birds were they? (Pretty birds.)
Write answers when given and then drill on the words.

Fourth Step—Reading Lesson. (Primer, page 17.)

Lesson 2. (Primer, page 18.)

Third Step—Sentence, Phrase, and Word Development: Phonetics.

SENTENCES

Build sentences, using the words listed below.
Game No. 14, page 177.

PHRASES

sat on the nest*	was in the nest*	four eggs
flew from the nest*	saw eggs in the nest*	were blue*

WORDS

Sight

(Review)	what	guess	eggs	three
(New)	on	from	blue	

Fourth Step—Reading Lesson. (Primer, page 18.)

Lesson 3. (Primer, page 19.)

Third Step—Sentence, Phrase, and Word Development: Phonetics.

SENTENCES

Build sentences, using the words listed below.

PHRASES

Mother bird	sat there*	sang and sang*
Father bird	day after day*	looked in the nest*
on the nest	flew from the nest*	what they saw*

WORDS

Sight

(Review) Mother sat nest flew and
there after from sang looked

Game No. 14, page 177.

Fourth Step—Reading Lesson. (Primer, page 19.)

Lesson 4. (Primer, page 20.)

Third Step—Sentence, Phrase, and Word Development: Phonetics.

SENTENCES

Build sentences, using the words listed below.

PHRASES

Four little birds	flew from the nest*
were in the nest*	flew from tree to tree*
could fly*	flew away*

WORDS

Sight

(Review) Four fly said flew tree one day good-bye
(New) Soon could

Game No. 19, page 178.

PHONETICS ($\overline{ee}$ and *tr*)

From *see* develop *ee* and the following words:

tree wee bee

From *tree* develop *tr.*

Review *ed* as in *rained, played, looked.*

Fourth Step—Reading Lesson. (**Primer**, page 20.)

SILENT READING EXERCISE

Seat work in silent reading may well be given here, based on Card 9, New Set VII-A.

SUGGESTIONS FOR SUPPLEMENTARY WORK

I. Occupation. (*a*) Seat Work Letter Cards, New Set V. Game 55, page 183.

(*b*) Silent Reading and Crayoning Cards, New Set VII-A, Card 9. To follow page 20 of the Primer.

See also page 310.

THE WHITE DOVE

First Step—The Oral Story.

Once a beautiful white dove was flying high in the air. She said to herself, "The greatest fun in all the world is to fly and fly and fly. I am sorry for those who have no wings and cannot fly. I wonder if they are ever happy. I will ask the cow and find out." So she flew to Farmer Brown's barn and said to the white cow, "Coo, coo! See my pretty wings! Don't you wish you had wings? You could fly and fly and fly."

"Moo, moo!" said the cow. "Oh, no! I give milk to boys and girls. Moo, moo! I don't want to fly!"

Away flew the dove to the sheep. It said, "Coo, coo! Don't you wish you had wings? You could fly and fly and fly."

"Baa, baa!" said the sheep. "I give wool to boys and girls to keep them warm. The warm coats they wear are made of my wool. Baa, baa! I don't want to fly!"

Away flew the dove to the horse. It said, "Coo, coo! Don't you wish you had wings? You could fly and fly and fly."

"No, no," said the horse, with a toss of his head. "I give rides to boys and girls. No, no! I don't want to fly."

Away flew the dove to the hen. It said, "Coo, coo! Don't you wish you could fly away? You can not fly away with your wings. Don't you wish you had wings like mine?"

"Cluck, cluck!" said the hen. "I give eggs to boys and girls. I don't want to fly away."

Then the dove called the cow and the sheep and the horse and the hen all together.

"Coo, coo!" she said. "Are you all happy?"

The cow said, "Moo, moo! Yes, yes!"

The sheep said, "Baa, baa! Yes, yes!"

The hen said, "Cluck, cluck! Yes, yes!"

The horse said, "Yes, yes!"

The dove said,

"Coo, coo, coo!
I am happy, too."

Away she flew to her nest. —HARRIET WARREN.

Second Step—Dramatization.

Third Step*—Sentence, Phrase, and Word Development: Phonetics.

SENTENCES

Build sentences, using words listed below.

*From this point forward, the story is made the unit and the "lesson" is no longer indicated.

PHRASES

give milk
give rides
give eggs
my pretty wings
boys and girls
don't want to fly
keeps them warm
could fly away
am happy

Game No. 12, page 176.

WORDS

Sight

(Review)	dove	cow	moo	give	milk	
	boys	sheep	baa	hen	cluck	
(New)	wings	Don't	wish	had	want	wool
	warm	rides	all	happy	horse	am

Phonetic

(Review) coo
(New) keeps

Game No. 21, page 178.

PHONETICS (*eep, sl*)

Review *oo* as in *moo, coo, too.*

From *sheep* develop *eep* and the following words:

peep sleep

From *sleep* develop *sl* and the following words:

slay slam

Fourth Step—Reading Lesson. (Primer, pages 21-25.)

Page 24 may well be used for silent reading.

Teacher will ask the following questions:

"What did the dove say to the hen?"

"What answer did the hen make?"

Pupils will read page 24 and answer the questions.

SUGGESTIONS FOR SUPPLEMENTARY WORK

Occupation. Seat Work Sentence, Phrase, and Word Cards, New Set VI, Cards 8 and 9. The White Dove.

Lesson 1. To follow page 21 of the Primer. Follow directions given on page 203.

Lesson 2. To follow page 22.

Lesson 3. To follow page 23.

Lesson 4. To follow page 24.

Lesson 5. To follow page 25.

See also page 310.

THE JAY AND THE DOVE

First Step—The Oral Story. (Memorize Primer pages 26 and 27.)

Second Step—Dramatization.

Third Step—Sentence, Phrase, and Word Development: Phonetics.

SENTENCES

Build sentences, using the words listed below.

PHRASES

From the land of play	Far away of love	Look above

WORDS

Sight

(Review)	where	Mr.	play	far	there
(New)	do	that	Mrs.	Dove	get

Phonetic

	land	love	above	Jay
(New)	how			

Phonetics (ŏve, j)

From *dove* develop *ove,* and the following words:
love above

From *Jack* and *Jill* develop *j.*

From *and* develop *land* and the following words:
band hand sand

Fourth Step—Reading Lesson. (Primer, pages 26 and 27.)

SUGGESTIONS FOR SUPPLEMENTARY WORK (BIRDS)

I. Supplementary Story. "The White Dove," Maud Lindsay in *More Mother Stories,* Milton Bradley Company.

II. Conversation. Birds.

III. Poem. "Three Little Birds," Laura E. Richards in *Five Minute Stories,* Dana Estes & Company.

IV. Songs.

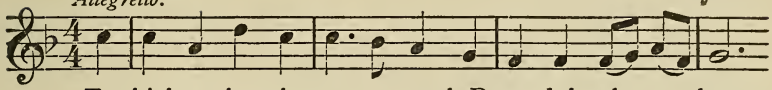
(1) "Awakening," Jessie L. Gaynor in *Songs of the Child World,* Part II, Church.

(2) "The King of Love," in *Lyric Music First Reader,* Scott, Foresman and Company.

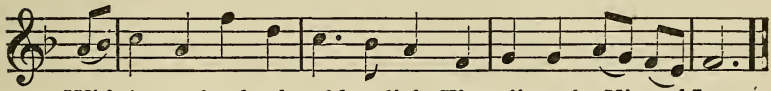
THE KING OF LOVE

Charles Ellerton — Rossetter Cole

Allegretto.



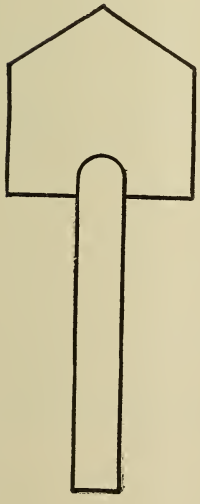
1. Far high-er than the eye can reach, Beyond the sky a - bove,
2. And tho' His throne is far a-way, Beyond the stars and sun,



With-in a land of gold-en light There lives the King of Love.
He hears when children speak to Him, And answers ev-'ry one.

(3) "The Pigeons," in *Lyric Music Primer,* Scott, Foresman and Company.

(4) "The Egg," in *Lyric Music Primer,* Scott, Foresman and Company.



V. Song Games.

(1) "Little Dove, You Are Welcome," Walker and Jenks in *Songs and Games for Little Ones,* Oliver Ditson Company.

(2) "My Pigeon House," Walker and Jenks in *Songs and Games for Little Ones,* Oliver Ditson Company.

VI. Occupation.

(*a*) Cut a tree with a nest in it.

(*b*) Cut dove.

(*c*) Cut dovecote.

(*d*) Fold dovecote and mount on heavy paper pole or stick.

Make a dovecote of wood, and place on the sand table.

VII. Project.

BOBBIE AND THE APPLES

First Step—The Oral Story.

One day Bobbie's mother sat by the fire while Bobbie lay on the rug, looking at a picture-book.

"Ho, ho," yawned Mother. "I like apples. I wish I had some. I would show you how to roast them."

"I'll get some for you," Bobbie said; and he jumped up, put on his hat, and ran down the road to a big apple tree. He looked and looked, but could not see an apple.

"Oh," cried Bobbie, "where have all the apples gone?" And then he heard the tree say,

"I have no apples for you today.
I gave all my apples away."

So Bobbie turned away and started home across the field. Pretty soon he met a cat. "Oh, Pussy," he cried, "do you know where I can get some apples? I want some for mother."

Pussy looked up at him and said,

"Mew, mew, mew!
I have no apples for you.
I want milk for dinner."

So Bobbie went on, and at last he met a friendly doggie. The dog wagged his tail, and Bobbie said to him, "Oh, Doggie, do you know where I can find some apples? I want some for mother."

The dog kept on wagging his tail, and barked,

"Bow-wow, bow-wow!
Go to the cow.
The cow will tell you."

"Thank you, Dog," said Bobbie.

So the little boy went on until he came to a kind old cow, that stood looking over the fence.

"Oh, Cow," said Bobbie, "do you know where I can find some apples? I want some for mother."

But the cow said,

"Moo, moo, moo!
I like apples, too.
Go to the farmer.
He has some apples."

So Bobbie said, "Thank you," and ran up the hill to the farmer's house as fast as he could go.

When the farmer saw Bobbie, he said, "Good morning, little boy. What can I do for you today?"

Bobbie said, "I want some apples for mother. Have you some?"

The farmer laughed. "Come with me," he said, "and I will give you some apples."

So Bobbie and the farmer went into the house and down into the cellar, and there Bobbie saw a bag full of big red apples!

"Oh, what a lot!" said Bobbie. "Why did you pick them all?"

"I did not want Jack Frost to find them," said the farmer.

"Does he like apples?" asked Bobbie.

"He just likes to pinch them," said the farmer, "but we like to eat them; so we gather them in for the winter."

"May I have three of them?" asked Bobbie. "I want them for my mother."

"Yes, little boy," said the farmer. "You may have four apples. One apple is for you."

"Thank you, Mr. Farmer, for these nice big red apples," said Bobbie; "I will give three to mother." And then he ran home to give the apples to his mother.

"See, Mother," he said, "see what I have!"

"Where did you find them?" asked Mother.

"Oh," said Bobbie, "I went to the apple tree, but it didn't have any. Then I asked the cat where the big red apples were, and she didn't know; and then I asked the dog, but he didn't know; and then I asked the cow, and she told me to go to the farmer. Then I ran to the farmer, and he gave them to me. Three are for you and one is for me."

"You are a good boy!" said Mother, when Bobbie stopped—out of breath.

—Kate Whiting Patch in *For the Children's Hour*—Adapted.

Second Step—Dramatization.

CHARACTERS

Bobbie *Tree* *Dog* *Mother*
Cat *Cow* *Farmer*

SCENE

Mother sits by the fire. (Fireplace drawn on board.) Bobbie lies on the rug, with a book in hand. The tree, the cat, the dog, the cow, and the farmer are at certain distances around the room.

Mother: Ho, ho! I wish I had some apples. I could show you how to roast them, Bobbie.

Bobbie: I'll get you some.

(He runs to the tree and looks for apples.)

Bobbie: Oh, where have all the apples gone?

Tree: I have no apples for you today.
I gave all my apples away.

(Bobbie meets a cat.)

Bobbie: Oh, Pussy, do you know where I can get some apples? I want some for mother.

Cat: Mew, mew, mew!
I have no apples for you.
I want milk for dinner.

(Bobbie meets a dog.)

Bobbie: Oh, Doggie, do you know where I can find some apples? I want some for mother.

Dog: Bow-wow, bow-wow!
Go to the cow.
The cow will tell you.

(Bobbie comes to a cow looking over a fence.)

Bobbie: Oh, Cow, do you know where I can find some apples? I want some for mother.

Cow: Moo, moo, moo!
I like apples, too.
Go to the farmer.
He has some apples.

Bobbie: Thank you!

(Bobbie comes to the farmer.)

Farmer: Good morning, little boy. What can I do for you today?

Bobbie: Please, I want some apples for mother. Have you some?

Farmer: Come with me and I will give you some.

(They go into the house.)

Bobbie: Oh, what a lot! Why did you pick them all?

Farmer: I did not want Jack Frost to find them.

Bobbie: Does he like apples?

Farmer: He just likes to pinch them, but we like to eat them; so we gather them in for winter.

Bobbie: May I have three of them? I want them for my mother.

Farmer: Yes, little boy. You may have four apples. One apple is for you.

Bobbie: Thank you, Mr. Farmer, for these nice big red apples. I will give three to mother.

(Bobbie runs home.)

Bobbie: See, Mother, see what I have!

Mother: Where did you find them?

Bobbie: I went to the apple tree, but it didn't have any. Then I asked the cat where the big red apples were, but she didn't know. I asked the dog and he didn't know. I asked the cow, and she told me to go to the farmer. Then I ran to the farmer and he gave them to me. Three are for you. One is for me.

Mother: You are a good boy.

Third Step—Sentence, Phrase, and Word Development: Phonetics.

SENTENCES

Build sentences, using the words listed below.

PHRASES

His mother	Thank you
get some	Away he ran
looked and looked	What pretty apples
could not see	bring them
give me some	Where did you
a bag full	a good boy

Game No. 15, page 177.

WORDS

Sight

(Review) get some Yes went looked
Will want may milk three
what where gave

(New) Bobbie apples any who tell
morning farmer have with bag
full thank did bring

Phonetic

(Review) go may away

(New) his he

Game No. 30, page 180.

PHONETICS

(Review) From *is* develop *his.*

Review the following:

ad, at, an, am, and, e, ee, eep, o, $\overline{oo}$.

Game No. 28, page 179.

Fourth Step—Reading Lesson. (Primer, pages 28-35.)
Page 33 may well be used for silent reading.

Teacher will ask the following questions:

To whom did Bobbie go next?
What did he say?
What did the farmer say?

Pupils will read page 33 to find the answers.

SILENT READING EXERCISE

Seat work in silent reading may well be given here, based on Card 10, New Set VII-A.

SUGGESTIONS FOR SUPPLEMENTARY WORK (THE APPLE)

I. Supplementary Story. "The Sleeping Apple" in *In the Child's World,* Milton Bradley Company.

II. Conversation. Apples.

III. Poem. "Apple-Seed John," by Lydia M. Child in *In the Child's World,* Milton Bradley Company.

IV. Music. Hum a song and have children show picking of fruit, putting into barrels or baskets, etc.

V. Story Game. "The Apple Party," by Madge Bigham in *Stories of Mother Goose Village,* Rand, McNally and Company.

VI. Projects. (1) Cut apples and color with colored crayon. Draw trees with colored crayon, cut apples, color and paste on trees.

(2) Make animals of clay for the sand table.

VII. Occupation. Silent Reading and Crayoning Cards, New Set VII-A, Card 10. To follow page 35 of the Primer.

ALICE AND HER MOTHER

First Step—The Oral Story.

Alice was a little girl who wanted to play all day.

Her mother thought she would grow to be an idle girl if she played so much.

"You are old enough to help me, little daughter," she said one day. "Even though you are a tiny girl, you can sing little sister to sleep."

But the little girl said, "Oh, Mother, I want to play. I don't want to sing to sister. Please let me go to the meadow. The sheep plays there all day. I want to play all day, too."

So her mother said she might play all day in the meadow.

Alice ran out of the house, across the garden, and down to the meadow. as fast as her feet could carry her. She saw a sheep there and she said

to him, "Good morning, Sheep. Will you play with me? We can play all day."

"Baa, baa!" said the sheep. "I can not play all day. I must get my dinner and make wool for master. I can not play all day."

Just then Alice saw a dog, and she ran to him. "Good morning, Dog," she said. "Will you play with me? We can play all day."

"Bow-wow!" said the dog. "I can not play all day. I must look after the sheep; I can not leave them alone."

Alice saw a cow in the meadow. She ran to the cow and said, "Good morning, Cow. Will you play with me? We can play all day."

"Moo, moo!" said the cow. "I can not play all day. I must find my dinner. I want to find some corn. I give milk for your dinner. I can not play all day."

The little girl walked along very slowly, for she was thinking. Soon she saw a horse and ran to it.

"Good morning, Horse," said Alice. "Will you play with me? We can play all day."

"Oh, no!" said the horse. "I can not play all day. I give rides to boys and girls. I take milk to your mother. I can not play all day."

The little girl said, "I will go home. No one will play with me."

On her way home Alice saw a little bird, and she said, "Good morning, Bird. Will you play with me? We can play all day."

The little bird said, "No, thank you. I must make my nest. I can not play all day."

So Alice walked along to her home, thinking about all the animals who were too busy to play with her. She saw Spot, her cat, in the house, and she said, "Good morning, Spot. Will you play with me? We can play all day."

"No, thank you," said Spot. "I must find a mouse. My kittens must have their dinner. I can not play all day. You must play alone."

Then Alice went to her mother and said, "Mother, I came home. I could not find any playmate. No one could play all day. I do not want to play all day, either. I will sing sister to sleep."

Alice sang and sang, and soon little sister was fast asleep.

—SELECTED.

Second Step—Dramatization.

CHARACTERS

Mother Baby Dog Horse Cat Alice Sheep Cow Bird

SCENE

A little girl at home with her mother.

Mother: You are old enough to help me, little daughter. Even though you are a little girl, you can sing little sister to sleep.

Alice: Oh, Mother, I want to play. I don't want to sing to sister. Please let me go to the meadow. The sheep plays there all day. I want to play all day, too.

Mother: You may play all day. You may go to the meadow.

(Alice runs to the meadow. She sees a sheep.)

Alice: Good morning, Sheep. Will you play with me? We can play all day.

Sheep: Baa, baa! I can not play all day. I must get my dinner. I make wool for the master. I can not play all day.

(Alice sees a dog.)

Alice: Good morning, Dog. Will you play with me? We can play all day.

Dog: Bow-wow! I can not play all day. I must look after the sheep. I can not leave them alone. I can not play all day.

(Alice runs to the cow.)

Alice: Good morning, Cow. Will you play with me? We can play all day.

Cow: Moo, moo! I can not play all day. I must find my dinner. I want to find some corn. I give milk for your dinner. I can not play all day.

(Alice runs to the horse.)

Alice: Good morning, Horse. Will you play with me? We can play all day.

Horse: Oh, no! I can not play all day. I give rides to boys and girls. I take milk to your mother. I can not play all day.

Alice: I will go home. No one will play with me.

(On the way home she sees a bird.)

Alice: Good morning, Bird. Will you play with me? We can play all day.

Bird: No, thank you. I must make my nest. I can not play all day.

(Alice goes home. She sees Spot, her cat.)

Alice: Good morning, Spot. Will you play with me? We can play all day.

Spot: No, thank you. I must find a mouse. My kittens must have their dinner. I can not play all day. You must play alone.

(Alice goes to her mother.)

Alice: Mother, I came home. I could not find a playmate. No one could play all day. I do not want to play all day, either. I will sing sister to sleep.

(Alice sings sister to sleep.)

Third Step—Sentence, Phrase, and Word Development: Phonetics.

SENTENCES

Build sentences, using the words listed below.

PHRASES

want to play	leave them alone	must make
don't want to sing	must find	do not want
must get	find some corn	could not find
make wool	take milk	fast asleep
after the sheep	will go home	

Game No. 31, page 180.

WORDS

Sight

(Review)	Alice	want	don't	there	all
	ran	baa	wool	after	them
	rides	mouse	sang		
(New)	sister	meadow	must	master	leave
	alone	oh	your	their	home
	playmate	make	fast		

Phonetic

(New)	sleep	ran		
(Review)	sing	corn	take	asleep

Game No. 32, page 180.

PHONETICS (*ing, ake, orn*)

From *wings* develop *ing* and the following words:

sing ting ring

From *make* develop *ake* and the following words:

bake take rake sake wake lake

From *morning* develop *orn* and the following words:

corn born horn

From *sleep* develop *asleep.*

Fourth Step—Reading Lesson. (Primer, pages 36-43.)

Pages 37, 38, 39, and 40 should be used for silent reading. Suggested questions for page 37:

Where did Alice go?
What did she say to the sheep?
What did the sheep say to Alice?

Pupils will read page 37, and answer questions.

Similar questions may be asked for pages 38, 39, and 40.

SILENT READING EXERCISE

Seat work in silent reading may well be given here, based on Card 11, New Set VII-A.

SUGGESTIONS FOR SUPPLEMENTARY WORK

Occupation.

Silent Reading and Crayoning Cards, New Set VII-A, Card 11.

To follow page 43 of the Primer.

See also page 324.

LITTLE BOY BLUE

First Step—The Oral Story. (Memorize Primer, page 44.)

Second Step—Dramatization.

Third Step—Sentence, Phrase, and Word Development: Phonetics.

Sentences

Build sentences, using the words listed below.

Phrases

blow your horn	after the sheep	Wake up
in the meadow	under the haycock	Take the sheep
in the corn	Fast asleep	

Words

Sight

(Review)	blue	come	your	meadow	where
	who	fast	asleep	barn	
(New)	blow	under	haycock	up	

Phonetic

(Review)	horn	sheep	corn	wake

Phonetics

Review the following: *eep, orn, ake.*

Fourth Step—Reading Lesson. (Primer, pages 44-46.)

SUGGESTIONS FOR SUPPLEMENTARY WORK

Occupation. Seat Work Sentence, Phrase, and Word Cards, New Set VI, Card 10. Little Boy Blue.

Lesson 1. To follow page 44 of the Primer. See directions page 208.

Lesson 2. To follow page 45.

Lesson 3. To follow page 46.

Game 56, page 183.

LITTLE BO-PEEP

First Step—The Oral Story. (Memorize Primer, page 47.)

Second Step—Dramatization. (Use dialogue on pages 48, 49.)

Third Step—Sentence and Word Development: Phonetics.

Sentences

Build sentences, using the words listed below.

Phrases

lost her sheep Leave them alone will come home Behind them
for them not there Did you look with you

Words

Sight

(Review)	not	tell	leave	alone
	will	home	their	morning
	have	did	with	thank
(New)	lost	tails	hear	oh

Phonetic

(Review)	find	go	
(New)	Bo-peep	bring	behind

Phonetics (*īnd, p*)

From *sheep* and *eep* develop *p.*
From *sheep* develop *Bo-peep.*
From *find* develop *īnd* and the following words:
behind mind wind

Fourth Step—Reading Lessons. (Primer, pages 47-49.)

Silent Reading Exercise

Seat work in silent reading may well be given here, based on Card 12, New Set VII-A.

BAA, BAA, BLACK SHEEP

First Step—The Oral Story. (Memorize Primer, page 50.)
Second Step—Dramatization. (Use the dialogue on pages 51 and 52.)
Third Step—Sentence, Phrase, and Word Development: Phonetics.

Sentences

Build sentences, using the words listed below.

Phrases

any wool	Three bags full	for my dame
Yes, sir	for my master	in the lane

Game No. 31, page 180.

Words

Sight

(Review) any bags full master guess take make

(New) sir dame lives coat

Phonetic

(New) Final *e* in "lane."

Phonetics (*ane*, final *e*)

Review: *an.*

Show how the final *e* makes *ā.* Example: can, cane, man, mane, pan, pane.

Fourth Step—Reading Lesson. (Primer, pages 50-52.)

Suggestions for supplementary work (sheep)

I. Supplementary Story. "How a Little Boy Got a New Shirt," in *In the Child's World,* Milton Bradley Company.

II. Conversation. Sheep.

III. Poem. "Lambkins at Play," Christina G. Rossetti.

IV. Songs.

(1) "Baa, Baa, Black Sheep," Jessie L. Gaynor in *Lilts and Lyrics,* Clayton F. Summy Company.

(2) "Little Bo-Peep," in *Lyric Music Primer,* Scott, Foresman and Company.

V. Song Game. "Baa, Baa, Black Sheep," Hailmann in *Songs. Games, and Rhymes,* Milton Bradley Company.

VI. Projects.

(1) Cut Little Boy Blue's coat and color it blue.

(2) Sand table. Represent barn, meadow, fence, and sheep.

(3) Cut sheep, and cover with black or white wadding.

(4) Weave a mat of yarn or wool carpet rags. These may be used for rugs in the playhouse.

VII. Occupation. (*a*) Seat Work Letter Cards. Game 55, page 183.

(*b*) Silent Reading and Crayoning Cards, New Set VII-A, Card 12. To follow page 49 of the Primer.

THE PIG'S DINNER

First Step—The Oral Story.

Once upon a time a little pig with a curly tail went out to take a morning walk. He thought he would go to the Mud Puddle, but before he got there he came to a garden that was full of pretty flowers. The garden gate was standing wide open. "Woof, woof!" said Little Pig when he saw the open gate. "Isn't this fine? I want to go into that garden. Flowers make a good dinner. Ever since I can remember, I

have wanted to get into that garden." And in he went as fast as his four short legs could carry him.

When Little Pig went into the garden, he found that it was full of all kinds of flowers. There were pansies, and daisies, and violets, and honeysuckles, and all the other bright flowers that you can name. Every flower had a place of its own, too. The tulips were on both sides of the garden walk, and the hollyhocks stood up in a straight row against the garden fence. The pansies had a bed all to themselves, and the sweet peas were just beginning to climb up on the frame that the farmer had made for them.

"Woof, woof, nice place!" said Little Pig, and he put his nose down into the pansy bed and began to root up the pansies, for he thought that he would like to eat those pansies for his dinner. While he was enjoying himself there, Red Hen came down the road with her family of little chickens. Red Hen was looking for a nice rich spot where she might scratch for their dinner. When she saw the open gate she was so pleased! "Cluck, cluck, come with me into the garden," she said to her chicks. "Peep, peep, peep! Can we find worms there, Mother?" asked the little chickens. "Oh, yes, children. And how pretty the flowers are! There is nothing I like better than to scratch in a flower garden," said Red Hen, as she hurried in through the open gate. The chickens went with her, and soon they were all very busy scratching among the violets. How happy they all were!

Soon White Cow came down the road. She was on her way to the Pond, but when she saw the open gate she decided to go into the garden at once. "Moo, moo!" she said. "How pretty the flowers are! They will make a good dinner."

Red Hen said, "Cluck, cluck, come in, White Cow!" Little Pig said, "Woof, woof, come in!" So White Cow swished her tail over her back and went into the garden. Then she began to nip the daisies from their stems.

"How many of us are here?" asked White Cow. But before any of them could count, the farmer came home. When he looked into the garden he saw White Cow, Red Hen, and Little Pig. "Oh, my pretty pansies and violets and daisies!" he cried. "Stop eating my flowers! Get out of my garden!"

"What is that man talking about?" asked the little chickens. "I suppose he wants us to go out of his garden," said Red Hen, and she ruffled her feathers as the farmer came running toward them. The hen cackled, the pig squealed, the cow mooed, and the farmer scolded. Away

ran Red Hen and her chickies, and Little Pig, and White Cow—through the gate and down the road. "Good-bye, Mr. Farmer," the hen called back. "We had a good dinner!" said the pig. "We will come back soon!" said the cow. But when they went back the next day the garden gate was shut so tight that not even the smallest chicken could get inside.

—Maud Lindsay in *More Mother Stories.*

Second Step—Dramatization.

Third Step—Sentence, Phrase, and Word Development: **P**honetics.

Sentences

Build sentences, using the words listed below.

Phrases

down the road	a good dinner	How pretty
some dinner	Her little chickens	How happy
full of pretty flowers	By and by	Stop eating

Words

Sight

(Review)	garden	farmer			
(New)	pig	flowers	red	chickens	stop
	eat	out	down	road	back

Phonetic

(New) came by wee

Game No. 23, page 178.

Phonetics (Final *e* in *ame, ȳ, fl*)

From *dame* develop *ame* and the following words:

came same game lame name tame

Show that final *e* gives a different sound of *a*, as in these:

an	ane	dam	dame
can	cane	at	ate
am	ame	mat	mate

From *my* develop $\bar{y}$ and the following words:

by fly try sly shy

From *fly* develop *fl* and the following words:

flat flag flee flake

SUGGESTIONS FOR SUPPLEMENTARY WORK

Occupation. Seat Work Sentence, Phrase, and Word Cards, New Set VI, Cards 11 and 12. The Pig's Dinner.

Lesson 1. To follow page 53 of the Primer. See directions, pages 171, 208.

Lesson 2. To follow page 54.

Lesson 3. To follow page 55.

Lesson 4. To follow page 56.

Game 56, page 183.

Fourth Step—Reading Lesson. (Primer, pages 53-56.)

SILENT READING EXERCISE

Seat work in silent reading may well be given here, based on Card 13, New Set VII-A.

PIGGY WIG'S HOUSE

First Step—The Oral Story.

One morning bright and early, Piggy Wig started out to build a home. What he wanted more than anything else was a house of his very own. So he traveled a long, long way, over the fields, and down the lanes, and past the orchards, until all at once, he came upon Jack Rabbit.

"Good morning, Piggy Wig!" said Jack Rabbit. "Where are you going?"

"I am going to the woods. I want to build a house," said Piggy Wig.

"May I go with you?" asked Jack Rabbit.

"You may go with me if you can help me build my house," said Piggy Wig. "What can you do?"

Jack Rabbit scratched his head with his left hind foot for a minute and then said, "I can cut down trees with my sharp teeth. You will need trees when you build the house, but you can not cut them down."

"Good!" said Piggy Wig. "Come with me. I want you."

So the two went on a long, long way farther, until all at once they came upon Gray Goose.

"Good morning, Piggy Wig!" said Gray Goose. "Where are you going?"

"I am going to the woods. I want to build a house," said Piggy Wig.

"May I go with you?" asked Gray Goose.

"You may go with me if you can help me build my house," said Piggy Wig. "What can you do?"

Gray Goose tucked one leg under her wing for a minute, and then she said, "Your house will have cracks in it. I can gather moss and stuff it into the cracks with my long bill. I can fill all the cracks."

"Good!" said Piggy Wig. "Come with me. I want you."

So the three went on a long, long way, and all at once they came upon Red Cock.

"Good morning, Piggy Wig!" said Red Cock. "Where are you going?"

"I am going to the woods. I want to build a house," said Piggy Wig.

"May I go with you?" asked Red Cock.

"You may go with me if you can help me build my house," said Piggy Wig. "What can you do?"

Red Cock shut his eyes and thought for a minute and then said: "You will need to get up early to build your house. I can wake you up. I say 'Cock-a-doodle-doo!' every morning."

"Good!" said Piggy Wig. "Come with me. I want you."

So the four went on down the road until they came to the woods. Then Jack Rabbit cut down some little trees with his sharp teeth; Piggy Wig took the trees in his fore feet and built the house; Gray Goose filled all the cracks with moss; Red Cock said, "Cock-a-doodle-doo!" early every morning, to tell them that it was time to get up. And they all lived happily together in their little house.

—Folk Tale.

Second Step—Dramatization. (Use the dialogue on pages 57, 58, 59.)

Third Step—Sentence, Phrase, and Word Development: Phonetics.

SENTENCES

Build sentences, using the words listed below.

PHRASES

make a house	fill all the cracks
cut down trees	wake you up
Come with me	made the house

WORDS

Sight

(Review)	house	where	trees	down	
(New)	Piggy Wig	cut	goose	fill	red
	Cock-a-doodle-doo		made		

Phonetic

(Review) say may

(New) woods cracks Jack

Game No. 32, page 180.

PHONETICS (*ood, ack, cr,*)

From *good* develop *ood* and the following words:

hood *woods*

From *back* develop *ack* and the following words:

crack *Jack* *pack* *rack* *sack* *tack*

From *crack* develop *cr* and the following words:

creep *cram* *cry*

Game No. 9, page 176.

Fourth Step—Reading Lesson. (Primer, pages 57-60.)
Page 55 may well be used for silent reading.

See pages 308, 316 for suggestions.

SILENT READING EXERCISE

Seat work in silent reading may well be given here, based on Card 14, New Set VII-A.

THE LITTLE PIG

First Step—The Oral Story.

Once there was a funny, funny, little pig, who lived with his mother in a pen. One day he saw his four little feet and he said, "Wee, wee, Mother! See my four little feet! What can I do with them?"

"Woof, woof, you funny little pig! You can run with them," said his mother.

So the little pig ran round and round the pen until he was tired. Then he went to sleep.

One day the little pig found his two little eyes and he said, "Wee, wee, Mother! See my two little eyes! What can I do with them?"

"Woof, woof, you funny little pig! You can see with them," said his mother.

Then he climbed up on the trough and looked and looked all around. He saw his mother; he saw the cow; he saw the sheep.

One day the little pig found his two little ears and he said, "Wee, wee, Mother! See my two little ears! What can I do with them?"

"Woof, woof, you funny little pig! You can hear with them," she said.

Then the little pig listened and listened, and this is what he heard:

He heard the dog say, "Bow-wow!"
He heard the cat say, "Mew, mew!"
He heard the cow say, "Moo, moo!"
He heard the sheep say, "Baa, baa!"

One day the little pig found his one little nose and he said, "Wee, wee, Mother! See my one little nose! What can I do with it?"

"Woof, woof, you funny little pig! You can smell with it," she said. "Can you smell your dinner?"

The little pig was hungry and wanted his dinner, but he could not smell it. "Wee, wee, wee!" he cried.

Soon he found his one little mouth and he said, "Wee, wee, Mother! See my one little mouth! What can I do with it?"

"Woof, woof, you funny little pig! You can eat with it," she said. "You can eat your dinner."

The little pig wanted his dinner, so he hunted and hunted, but he could not find it. "Wee, wee, wee," he cried again.

Soon a little girl in a blue dress came to the pen. She had something in

a pail for Piggy. She said, "Come, Piggy! Come, Piggy, come! I have something for you. It is something good to eat."

What did the little pig hear with his two little ears?

What did the little pig see with his two little eyes?

What did the little pig do with his four little feet?

What did the little pig smell with his one little nose?

Guess what the little pig did with his one little mouth.

—Folk Tale.

Second Step—Dramatization.

Characters

Mother Pig *Sheep* *Dog* *Girl* *Little Pig* *Cow* *Cat*

Scene

Mother Pig and Little Pig in a pen. The pen may be made of chairs, or by having children join hands, forming a rectangle.

Little Pig: Wee, wee, Mother! See my four little feet! What can I do with them?

Mother Pig: You can run with them.

(He runs around the pen.)

Little Pig: Wee, wee, Mother! See my two little eyes! What can I do with them?

Mother Pig: You can see with them.

Little Pig: I can see you!

(Jumps upon the trough.)

I can see the cow! I can see the sheep!

(He runs to his mother)

Little Pig: Wee, wee, Mother! See my two little ears! What can I do with them?

Mother Pig: You can hear with them.

(He listens.)

Dog: Bow-wow!

Cat: Mew, mew!

Cow: Moo, moo!

Sheep: Baa, baa!

Little Pig: Wee, wee, Mother! See my one little nose! What can I do with it?

Mother Pig: You can smell with it. Can you smell your dinner?

(He tries to smell his dinner but there is no dinner for him.)

Little Pig: Wee, wee, Mother! See my one little mouth! What can I do with it?

Mother Pig: You can eat with it. You can eat your dinner.

(He looks for it, but cannot find any dinner.)

Little Pig: Wee, wee, wee!

(A little girl comes to the pen, carrying a pail.)

Girl: Come, Piggy! Come, Piggy, come! I have something for you. It is something good to eat.

(He runs to the trough.)

Third Step—Sentence, Phrase, and Word Development: Phonetics.

Sentences

Build sentences, using the words listed below.

Phrases

Once there was	round and round	could not smell
with his mother	two little eyes	one little nose
four little feet	looked and looked	could not find
ran and ran	two little ears	

Words

Sight

(Review)	there	could	lived	soon	guess
	wanted	them	dinner	what	smell
(New)	once	nose	mouth	feet	something
	round	eyes	heard	four	

Phonetic

(Review)	find			
(New)	pen	found	hear	ears

Play Game No. 27, page 179.

PHONETICS (*ound, ear, th, en*)

From *round* develop *ound* and the following words:
found bound sound hound pound

From *hear* develop *ear* and the following words:
ear dear near tear fear hear

From *that* develop *th* and *than.*

From *hen* develop *en* and the following words:
pen then ten den men

Fourth Step—Reading Lesson. (Primer, pages 61-67.)

SILENT READING EXERCISE

Seat work in silent reading may well be given here, based on Card 15, New Set VII-A.

SUGGESTIONS FOR SUPPLEMENTARY WORK (PIGS)

I. Supplementary Story. "Story of the Three Little Pigs," Folk Tale in *For the Children's Hour,* Milton Bradley Company.

II. Conversation. Pigs.

III. Poem. "This Little Pig Went to Market."

IV. Song. "Piggy Wig and Piggie Wee," Jessie L. Gaynor in *Songs of the Child World,* Book II, Part II, Church.

V. Song Game. "Five Little Pigs," Hailmann in *Songs, Games, and Rhymes,* Milton Bradley Company.

VI. Projects.

(1) Poster. Draw garden. Cut pig, cow, hen, and chickens and paste in garden. Cut fence and paste in the front of the picture.

(2) Draw woods, showing Piggy Wig, Gray Goose, Jack Rabbit, and Red Cock building the house.

(3) Cut fence and pigs. Mount.

(4) Sand Table. Make a garden with a fence around it. Make a pig pen and a chicken coop.

VII. Occupation. (*a*) Silent Reading and Crayoning Cards, New Set VII-A, Card 13. To follow page 56 of the Primer.

(*b*) Card 14. To follow page 60.

(*c*) Card 15. To follow page 67.

LITTLE RABBIT

First Step—The Oral Story.

One bright day in spring, Little Rabbit went out to find some dinner. He hopped along and hopped along, until at last he came to a hillside all covered with pretty pink and white clovers. Now if there was anything in the wide, wide world that Little Rabbit liked to eat it was little pink and white clovers. So he began to run from flower to flower, eating the sweet, juicy buds as fast as he could. Just then a little girl came along and saw him. "Stop, stop, Little Rabbit!" she called out. "Where are you going? Do not run away from me." Little Rabbit jumped behind some tall flowers and hid himself, for he had never seen a girl before and he was frightened. The girl looked all around and called out, "I can not see you, now, Little Rabbit! Where are you?" By and by Little Rabbit peeped out to watch her. He said to himself, "I wonder if that two-legged animal has come here to eat the nice juicy clovers." And he peeped out and peeped out at the little girl to see if she would get down on the ground to nibble at the flowers, just as he had been doing. At last he peeped out so far that the little girl saw where he was hiding. "Oh, now I see you, Little Rabbit!" she cried. "You are behind the flowers. You are in the pretty clovers." Then for a long time, the little girl stood looking at

Little Rabbit, to see what he would do; and Little Rabbit sat looking at the little girl to see what she would do.

Little Rabbit kept saying to himself, "What a funny animal that is! It has only two legs to stand on! I don't believe it knows how to eat clovers. I will show it how to nibble the sweet, juicy buds; there are plenty here for us both." But as soon as Little Rabbit began to eat the clovers the little girl cried out, "Stop, stop, Little Rabbit! Do not eat the clovers. They are so pretty! Some are pink like your eyes and some are white like your ears. The clovers are so little now. They are just little clover children. Soon they will be big and then you may eat them!" But Little Rabbit kept on eating the clovers as fast as he could. He was such a little rabbit that he didn't know what the girl was saying to him. Just then the little girl remembered that it was her dinner time, so she walked slowly away, waving her handkerchief and calling back, "Good-bye, Little Rabbit; good-bye!" But Little Rabbit was so busy eating the little clover children that were pink like his eyes and white like his ears that he did not even hear what the little girl said.

—L. E. Orth.

Second Step—Dramatization.

Third Step—Sentence, Phrase, and Word Development: Phonetics.

Sentences

Build sentences, using the words listed below.

Phrases

Do not run away	in the pretty clovers	white like your ears
behind the flowers	so pretty	will be big

Words

Sight

(Review) stop where do white good-bye

(New) clovers

Phonetic

(Review) behind

(New) so now be big then

Game No. 33, page 180.

PHONETICS (*ig*)

From *pig* develop *ig* and the following words:

big *dig* *rig* *wig*

Review:

ō and *so* *ē* and *be*

ŏw and *now* *th, en,* and *then*

Game No. 24, page 178.

Fourth Step—Reading Lesson. (Primer, pages 68-69.)

JACK RABBIT'S VISIT

First Step—The Oral Story.

In a hole in a big oak tree Father Squirrel had made his home. He was such a pretty fellow, with his bright eyes and his long, bushy tail. He was very careful about little things and always saved up a store of nuts for the winter. He brought up his family in the same way. Mother Squirrel and three little squirrels lived with him, and they were all of them just as careful and saving as could be. There was never so much as an acorn wasted in Father Squirrel's house, and one of the very first things he and Mother Squirrel taught their children was to lay up a store of food so that they would have plenty to eat in the winter. They were nice little things, these children; they had big eyes and big tails. They played in the trees, and on the ground, too, and they had no end of fun.

On this cold autumn day about which I am telling you, Father Squirrel and Mother Squirrel and the three little ones were all at home eating nuts in the old oak tree. All at once there came a tiny tap on the bark of the tree, outside the door. It was a very weak little tap, so low that Mother Squirrel was not sure that anyone had knocked. She listened and soon she heard another tap—this time a little louder. Father Squirrel heard the

knock, too, so he went to the door to see who was outside. He could hardly believe his eyes when he saw Jack Rabbit standing there! He had never seen a rabbit in a tree before in all his life. "Hello, Jack Rabbit!" said Father Squirrel. "How did you ever climb up this tree?" "I didn't climb up the tree," answered the rabbit. "This branch I am standing on reaches all the way from the ground to your front door, so I just walked along on it until I came to your house. May I come in?" "Yes, come in," said Father Squirrel. Jack Rabbit came hopping into the house. "Sit down," said Mother Squirrel. So Jack Rabbit sat down upon the floor. Then one of the little squirrels rolled some hickory nuts up to him and said, "Eat some nuts!" "No, thank you, Little Squirrel," said Jack Rabbit. "I do not like nuts."

When Jack Rabbit was warmed and rested, Mother Squirrel sent her little ones to bed. Then she and Father Squirrel had a long talk with their visitor. "Rabbit, where do you live?" asked Mother Squirrel. "I live in the ground; I have a warm hole there," answered Jack Rabbit. "What do you eat?" asked Father Squirrel. Jack Rabbit said, "Oh, I eat leaves. What do you eat, Squirrel?" Father Squirrel said, "We eat nuts and acorns. In the fall we store them away for winter. All my family help me. So we have plenty of nuts and acorns for the winter, and enough for a friend, too, if you will just learn to eat them. Will you come to live with us?" "No," answered Jack Rabbit. "I cannot live in a tree and I could never learn to eat nuts. I must go, now. Good-bye!" So away went Jack Rabbit to his nice warm hole in the ground.

—Mary Dendy.

Second Step—Dramatization. (Use conversational parts on pages 71 and 72.)

Third Step—Sentence, Phrase, and Word Development: Phonetics.

Sentences

Build sentences, using words listed below.

Phrases

lived in a tree	on the ground	came along
pretty little squirrels	at home	a warm hole
big eyes and big tails	eating nuts	must go

WORDS

Sight

(Review)	home	them	tails	played	eat	
	thank	warm	what	leaves	must	
(New)	Squirrel	hole	nuts	along	floor	us

Phonetic

(Review)	at	came
(New)	ground	sit

PHONETICS (*it*)

Review: *at, ound, ame, ood, ear.*

Review *ing* as in the following:

playing	*going*	*finding*	*looking*	*cooing*
raining	*sleeping*	*guessing*	*wanting*	*keeping*
morning	*wishing*	*telling*	*thanking*	*blowing*
bringing	*hearing*	*eating*	*filling*	*saying*

Review *ed* as in the following:

played *wanted* *rained* *thanked* *wished* *filled*
guessed *cooed* *looked* *mewed*

From *it* develop the following words:

sit *bit* *hit* *lit*

Game No. 24, page 178.

Fourth Step—Reading Lesson. (Primer, pages 70-72.)

SILENT READING EXERCISE

Seat work in silent reading may well be given here, based on Card 16, New Set VII-A.

BOBBIE SQUIRREL'S TAIL

First Step—The Oral Story.

Bobbie Squirrel was an early riser. One bright day he got up very early, and, whisking his long gray tail over his back, he scampered down the tree where he lived and down a little brown path in the woods. Just then Jack Rabbit was coming along. Jack Rabbit's tail was little. "Look at Bobbie!" he said. "He wants us to see his big tail. How proud he is of that bushy tail of his! I am glad I don't have to carry such a long tail as that. It would be getting in my way all the time."

Brown Owl was sitting in a tree near by. He said, "Oh, see Bobbie! He has his tail above his back. He waves it as though it were a flag!"

But Bobbie Squirrel did not pay a bit of attention to Jack Rabbit or Brown Owl. He did not care how much they laughed at his long, bushy tail. He knew that he had a great deal of work to do between sunrise and sunset, and he knew that his big tail would help him to do it.

Bobbie Squirrel ran to a nut tree, and under the tree the ground was all covered with ripe hickory nuts. Bobbie dug a big round hole in the ground near the tree. Then he swept nut after nut into the hole. Can you guess what he used for a broom? After that he covered up the nuts with leaves which he swept with his long, bushy tail, too. He will have plenty of nuts to eat next winter. When all the nuts were safely buried, it was time for Bobbie to go home, so he hurried back along the little brown path until he came to the hollow tree in which he made his home.

Guess what Bobbie found when he got home! He found nut shells on the floor! A little squirrel had stopped there to eat his dinner and had scattered nut shells all over Bobbie's green moss floor. "Oh, dear me!" said Bobbie. "This floor must be swept." So he swept the floor with his big gray tail, until the room was as clean as it could be. And as he swept with his long, bushy tail he kept saying to himself, "How glad I am that my tail is not like that little stump tail Jack Rabbit has! I don't see how he can ever sweep his floor."

By and by night came, and the stars began to peep down upon all the trees in the woods. Bobbie Squirrel had worked so hard all day that he felt tired and sleepy, so he curled up into a furry ball. His big gray tail, that had been so useful to him all day, made a fine soft pillow. Just before Bobbie went to sleep he said to himself, "Poor old Brown Owl! He has no pillow like mine to put that big head of his upon!"

—Carolyn S. Bailey.

Second Step—Dramatization.

Third Step—Sentence, Phrase, and Word Development: Phonetics.

SENTENCES

Build sentences, using words listed below.

PHRASES

What a big tail	above his back	next winter
ran down a tree	under the tree	dear me
coming along	big round hole	must be swept

WORDS

Sight

(Review)	squirrel	tail	down	Jack Rabbit		along	us
	above	nuts	under	hole		leaves	floor
(New)	coming	Brown	Owl	covered		next	
	winter	put	swept	night			

Phonetic

(Review)	found	round
(New)	shells	dear

Game No. 34, page 180.

PHONETICS (*ell*)

Review *ear* as in the following words:

hear dear tear fear near

From *tell* develop *ell* and the following words:

shell spell bell fell sell well

Review *sh* as in the following:

sham shame shad shade shave sheep shack

Fourth Step—Reading Lesson. (Primer, pages 73-75.)

SUGGESTIONS FOR SUPPLEMENTARY WORK (RABBITS AND SQUIRRELS)

I. Supplementary Stories.
   (1) "The Little King's Rabbits," Maud Lindsay in *A Story Garden,* Lothrop, Lee and Shepard.
   (2) "The Chestnut Boys," in *In the Child's World,* Milton Bradley Company.

II. Conversation. Rabbits, squirrels, and nuts.

III. Poem. "Rut-a-tut-tut," Mary Mapes Dodge in *Rhymes and Jingles,* Charles Scribner's Sons.

IV. Song. "The Little Rabbit," in *Song Book,* Part II, Churchill-Grindell.

V. Song Game. "Chasing the Squirrel," Walker and Jenks in *Songs and Games for Little Ones,* Oliver Ditson Company.

VI. Projects.
   (1) Make clover field. Cut rabbit and little girl and mount in clover field.
   (2) Free-hand cutting of squirrels and trees. Mount.
   (3) Basket, woven. Six 22″ strips. Ten 14″ strips.

VII. Occupation.
   Silent Reading and Crayoning Cards, New Set VII-A, Card 16. To follow page 72 of the Primer.

NED VISITS GRANDMOTHER

First Step—The Oral Story.

Little Edward Wilberforce McKay was going on a journey. It seemed like a very long journey to Edward Wilberforce McKay, or little Ned, as he was generally called. The fact of the matter was that Ned was walking down the road to his grandmother's house, and he was going alone, and he had never gone alone to visit his grandmother before. He was going to show her his new red cart that his father had brought him.

Before he started out he said, "Mother, I'd like to take Grandmother something in my little red cart. What shall I take her?"

Ned's mother thought for a moment and then she said, "Perhaps she would like some cookies for her supper. Take her some of these I have just baked. Take her an apple, too."

"That will be the very thing," said Ned. So he put the apple and the cookies into his little red cart, and off he went down the road that led to Grandmother's.

Soon Ned came to a meadow by the roadside. In the meadow was a little, fat, curly-tailed pig. When the pig spied Ned and his cart, and smelled the cookies and the apple, he put out his snout and ran right toward the little red cart. "Good morning, Little Pig," said Ned. Little Pig said, "Wee, wee! I want some cookies." But Ned shook his finger at him, and said, "No, no, Little Pig! They are for Grandmother. Come with me to her house. She will give you some dinner." So Little Pig followed on behind Ned as he trudged along the road toward Grandmother's.

It wasn't long until they came to an old brown barn. A white hen was standing near the barn gate. She saw Ned and Little Pig coming down the road, so she got upon the gate to meet them. When they came near her, she smelled the cookies. "Good morning, White Hen!" said Ned. White Hen said, "Cluck, cluck! I want some cookies." But Ned shook his finger at her and said, "No, no, White Hen! They are for Grandmother. Come with us to her house. She will give you some dinner." So White Hen went with Ned and Little Pig as they trudged along the road to Grandmother's.

Soon they came to a house right by the side of the road. Lying on the doorstep was a little gray kitten. The gray kitten opened its eyes and saw Ned and Little Pig and White Hen coming down the road. The kitten got up from the doorstep and went out into the yard to meet them. "Good morning, Gray Kitten!" said Ned. Gray Kitten said, "Mew, mew! I want some cookies." But Ned shook his finger at him and said, "No, no, Gray Kitten! They are for Grandmother. Come with us to her house. She will give you some dinner." So Gray Kitten went with Ned and Little Pig and White Hen, as they trudged along the road to Grandmother's.

After awhile they came to a big tree. A little bird, sitting in the branches, saw them as they walked along the road. Down he flew from the tree and peeped right into the little red cart. He saw the cookies there and was just thinking he would peck at them when Ned said, "Good morning.

Little Bird!" Little Bird said, "Peep, peep! I want some cookies." But Ned shook his finger at him and said, "No, no, Little Bird! They are for Grandmother. Come with us to her house. She will give you some dinner." So Little Bird went with Ned and Little Pig and White Hen and Gray Kitten, as they trudged along the road to Grandmother's.

Grandmother happened to be looking out through the window. All at once she spied the queer procession coming down the road. She looked and looked. She took off her glasses and rubbed them, put them on and looked again. "What do I see?" she said. "Oh, it is Little Ned, sure as can be—bless his little heart! But what's all that coming behind him?" she said. Then she hurried out through the gate and saw coming toward her, Little Ned, and behind him the little red cart, and behind the little red cart the little fat pig, and behind the little fat pig the little white hen, and behind the little white hen the little gray kitten, and behind the little gray kitten the little fluffy bird. "Good morning, Ned! Well, did I ever, did I ever!" was all Grandmother could say, for she was so surprised. Ned said, "Good morning, Grandmother! See my little red cart? I have some cookies for you. Mother baked them just before I started out from home. I have an apple for you, too." Grandmother said, "Thank you, Ned! I like cookies and apples."

When Ned gave Grandmother the cookies and the apple, she said to him. "Now, Ned, tell me what I can give you and all your little friends." "Oh, give us some dinner, Grandmother!" said Ned. Then he told her how Little Pig and White Hen and Gray Kitten and Little Bird had wanted to eat the cookies and the apple, and how he had told them that Grandmother would give them something to eat. When he had finished, Grandmother said, "I will get you all some dinner, Ned, but first tell me what you and your little friends like." Ned said, "Little Pig and White Hen like corn; Little Bird likes bread; Gray Kitten and I like milk."

So Grandmother told them all to sit down at the big table in the dining room. Soon she brought a bowl of milk for Ned, a saucer of milk for Gray Kitten, some corn for White Hen and Little Pig, and some bread for Little Bird. They all ate and drank and had a pig-hen-kitten-bird-boy picnic in Grandmother's dining room. And when it was over, Ned kissed his Grandmother and said, "Good-bye, Grandmother." And Grandmother said, "Good-bye, Ned!" and she kissed him as he started down the road with all his little friends following on behind the red cart.

As they trudged along, Ned said to Little Pig and White Hen and Gray Kitten and Little Bird, "Now you see why I would not let you eat the

cookies and the apple." And they all said, "Yes, yes—we had a better dinner at your Grandmother's. What a fine picnic we all had together!"

Soon they came to the big tree. "Good-bye, Little Bird," said Ned. "Peep, peep," said Little Bird. Next they came to the house. "Good-bye, Gray Kitten," said Ned. "Mew, mew!" said Gray Kitten. It wasn't long until they came to the barn. "Good-bye, White Hen!" said Ned. "Cluck, cluck!" said White Hen. Next they came to the meadow. "Good-bye, Little Pig!" said Ned. "Wee, wee!" said Little Pig. Then Ned ran home to his mother as fast as his little legs could carry him.

—MARION WATHEN in *Story-Telling Time.*

Second Step—Dramatization.

The teacher prepares the setting as given on page 76 of the Primer. Pupils use dialogue of pages 77-84.

CHARACTERS

Ned *Mother* *Grandmother* *Pig* *Hen* *Kitten* *Bird*

SCENES

Ned talking with his mother. Ned going to Grandmother's. Ned at Grandmother's. Ned going home.

Third Step—Sentence, Phrase, and Word Development: Phonetics.

SENTENCES

Build sentences, using words listed below.

PHRASES

a little red cart	in the yard	likes milk
will give you	went along	must go now

WORDS

Sight

(Review) wanted put meadow along barn
cluck flew thank next

(New) cart him cookies yard bread drank

Phonetic

(Review) she gray corn

(New) Ned grandmother ate

Game No. 35, page 181.

PHONETICS (*ed, ate, dr*)

From *red* develop *ed* and the following words:

Ned bed fed led

From *and* develop *grandmother.*

From *at* develop *ate,* and show how the following words are developed:

fat fate hat hate mat mate rat rate

From *drank* develop *dr* and the following words:

dram dray drag

Game No. 25, page 178.

Fourth Step—Reading Lesson. (Primer, pages 76-84.)

Teacher will ask the following questions:

Where did Ned go?
What did Little Pig want?
What did Ned say to Little Pig?

Pupils will read silently page 77, and answer questions.

Pages 77, 78, 80, and 81 may well be used for silent reading.

Similar questions could be asked for pages 78, 80, and 81.

The questions may be written on the board.

Silent Reading Exercise

Seat work in silent reading may well be given here, based on Card 17, New Set VII-A.

Suggestions for supplementary work (animals)

I. Supplementary Stories.

(1) "The Open Gate," Maud Lindsay in *Mother Stories,* Milton Bradley Company.

(2) "A Barnyard Talk," in *In the Child's World,* Milton Bradley Company.

II. Conversation. Animals.

POSTER 1.

POSTER 3.

III. Poem. "Doggie's Trick," Mary Mapes Dodge in *Rhymes and Jingles,* Charles Scribner's Sons.

IV. Songs.

(1) "The Barnyard." Hailmann in *Songs, Games, and Rhymes,* Milton Bradley Company.

(2) "Barnyard Music," in *Lyric Music Primer,* Scott, Foresman and Company.

V. Projects.

(1) Poster. Draw hill with house at top. Cut Ned and the pig, hen, cat, and bird. Mount them on the hill.

(2) Fold Ned's wagon.

(3) Poster. Barnyard, fence, animals, barn, windmill.

(4) Sand table. Make a cart.

VI. Silent Reading and Crayoning Cards, New Set VII-A, Card 17. To follow page 84 of the Primer.

LITTLE OWL

First Step—The Oral Story.

There was once a little owl who had never been more than a few feet away from his nest. One night Mother Owl said to him, "Little Owl, it is time for you to learn to say 'Whoo, whoo!' as big owls do." Little Owl said, "Oh, no, Mother! I don't want to say 'Whoo, whoo!'" But Mother Owl said, "You must say 'Whoo!' When boys and cats hear you and see your big eyes shining in the dark, they will be afraid and run away from you."

But Little Owl would not say "Whoo!"

"A cat will get you if you do not learn to say 'Whoo!'" said Mother Owl.

"What is a cat?" asked Little Owl.

"A cat," said Mother Owl, "has fur and four feet with sharp claws. It has big round eyes and can see in the dark. It eats mice just as we do. But it eats little birds, too. Hide way down in your nest when you hear it call."

"What do cats say when they call?" asked Little Owl. "Do cats say 'Whoo, whoo!' Mother?"

"No, no," said Mother Owl, "cats say 'Mew, mew!'"

"Mother! Mother!" said Little Owl, "I want to see a cat. I want to hear her say 'Mew, mew!'"

"You are not a good little owl," said Mother Owl. "You *must* learn to say 'Whoo, whoo!' as I do."

"I can't," said Little Owl, and he shut his eyes tight, and would not even try.

Mother Owl said, "I am going to the barn for mice, but you shall not have any for your supper."

One day Mother Owl flew away and left Little Owl sitting in the tree. "I wish I could see a cat," he said to himself. "Maybe if I say 'Mew, mew' the cat will think I am another cat and will come to see me." So he cried "Mew, mew!" over and over again. Just then a cat came through the woods and heard Little Owl, and she answered, very high and loud, "Mew, mew!" Little Owl did not hide in his nest as his mother had told him to do. He looked down from the tree, and there on the ground, near him, he saw the cat's big eyes looking up at him. When Little Owl remembered his mother had told him that cats eat little birds, he began to be frightened. But he said to himself, "The cat will not eat me; she thinks I am another cat, because I said 'Mew, mew!'"

"Who are you, up in that tree?" called out the cat. "I heard you say 'Mew, mew!' Are you a cat?"

Little Owl did not answer. All he said was, "Mew, mew!"

Then the cat said, "You say 'Mew, mew!' but you do not look like a cat. You look like a little owl. I believe you *are* a little owl. Cats eat mice, Little Owl. Little Owl, can you eat a mouse?"

"Oh, yes!" said Little Owl. "I can eat a mouse."

Then the cat said, "Maybe you are a cat, after all. For you say 'Mew, mew!' and you eat mice. But cats eat birds, too. Do you eat birds?"

Then Little Owl forgot he was pretending that he was a cat. "Oh, no!" he said. "I *am* a bird."

"Oho!" said the cat. "You are not a cat. You are a little owl. I eat birds. I will eat you, Little Owl!" And then that cat, with four feet and sharp claws and big round eyes, began to climb the tree.

Just then a kind little boy came to the tree. His name was Bobbie. When he saw Little Owl and the cat, he cried out, "Cat, go away! You must not eat Little Owl. I want to take him home with me and give him some dinner." Away ran the cat, and Bobbie called after her, "Good-bye,

Cat, good-bye!" So Bobbie took Little Owl home with him and put him into a cage, and hung the cage out on the porch.

Little Owl was not happy. He wanted to go home to his mother. Late in the night Mother Owl came and sat in a tree near the cage. Little Owl said, "Mother, Mother! I will be a good little owl. I will say 'Whoo, whoo!' I will hide in my nest when I see a cat. Take me home with you." But Mother Owl said, "No, no, Little Owl! I cannot take you with me. I cannot get you out of the cage." When morning came, she flew away.

Little Owl would not sleep. He would not eat his dinner. All day long he kept saying "Whoo, whoo!" at first very soft and low, and then very loud and high. After awhile, Bobbie's mother heard Little Owl. "Bobbie," she said, "hear Little Owl! He wants to go to his mother. Take him to his home. He will not eat, and I don't like to hear him cry."

So Bobbie took Little Owl back to the woods. "Mother Owl, Mother Owl!" he said, "do you want Little Owl?"

Mother Owl said, "Whoo, whoo!" Little Owl said "Whoo, whoo!" too.

Then Bobbie put Little Owl in the tree where Mother Owl was sitting. How happy they all were!

—Anne Schütze in *Little Animal Stories.*

Second Step—Dramatization.

Third Step—Sentence, Phrase, and Word Development: Phonetics.

Sentences

Build sentences, using the words listed below.

Phrases

don't want to say	big eyes	take him home
will run away	kind little boy	was not happy
would not say	go away	would not eat

WORDS

Sight

(Review) owl night flew happy
not don't must

(New) took

Phonetic

(Review) name say how take

(New) kind whoo would

Game No. 26, page 179.

PHONETICS (*ould*)

From *could* develop *ould, should,* and *would.*

From *ind* develop *kind.*

Review *o͞o* and develop *whoo.*

Game No. 36, page 181.

Fourth Step—Reading Lesson. (Primer, pages 86-91.)
Pages 87, 88, and 90 may well be used for silent reading.
See pages 308, 316 of the Manual for suggestions.

SUGGESTIONS FOR SUPPLEMENTARY WORK (OWLS)

I. Supplementary Story. "The Owl and the Eagle," Aesop.

II. Conversation. Owls.

III. Poem. "The Distinction," Margaret Erskine in *Little Animal Stories,* The Pilgrim Press.

IV. Song.

"Voices of the Night," in *Lyric Music First Reader,* Scott, Foresman and Company.

V. Song Game.

"The Owl," Gaynor in *Songs of the Child World,* Part I, Church.

WHAT BROWN PUSSY SAW

First Step—The Oral Story.

Two little pussies
Came out one day,
One saw the other
Over the way.

"Good morning, sister,
How do you do?"
The other answered
With just a "mew."

One gray pussy,
In great surprise,
Could hardly believe
Her little eyes.

"I could never
Stir from the bough,
That young pussy
Is walking now."

The other pussy
Went home with a bound;
"Mother Pussy,
Guess what I found.

"A saucy kitten
Sat in a tree;
Wore a brown bonnet,
And mocked at me."

—KATE L. BROWN.

Second Step—Dramatization.

Third Step—Sentence, Phrase, and Word Development: Phonetics.

SENTENCES

Build sentences, using the words listed below.

PHRASES

Gray Pussy	a pretty coat
Brown Pussy	wish I could run

WORDS

Sight

(Review) Brown looked coat wish

(New) Pussy

Phonetic

(Review) gray

PHONETICS (*Review*)

Fourth Step—Reading Lesson. (Primer, pages 92-93.)

SUGGESTIONS FOR SUPPLEMENTARY WORK (PUSSY WILLOW)

I. Supplementary Story. "The Willow's Wish," Kate L. Brown in *Half a Hundred Stories,* Milton Bradley Company.

II. Conversation. Pussy willow.

III. Poem. "Pussies," Anna Badlam in *Half a Hundred Stories,* Milton Bradley Company.

IV. Song. "Pussy Willow," Gaynor in *Songs of the Child World,* Church.

V. Song Games.

VI. Occupation. Draw stem and mount real pussy willows on it.

THE BROOK

First Step—The Oral Story. (Memorize Primer, pages 94-95.)

Second Step—Dramatization.

Third Step—Sentence, Phrase, and Word Development: **Phonetics.**

SENTENCES

Build sentences, using the words listed below.

PHRASES

come along	what happy playmates	both of us
Run along	You and I	What a sight

WORDS

Sight

(Review)	along	what	playmates	wet
(New)	Both	tirili	tumbled	Still

Phonetic

(Review)	sing	dear	
(New)	brook	ting	sight

Game No. 37, page 181.

PHONETICS (*ight, ook, br*)

From *ing* develop *ting.*

From *night* develop *ight* and the following words:
sight bright fight light might right tight

From *took* develop *ook* and the following words:
brook book cook hook look shook

From *brown* develop *br* and the following words:
brown brook bran brow brand bring

Game No. 26, page 179.

Fourth Step—Reading Lesson. (Primer, pages 94-95.)

SUGGESTIONS FOR SUPPLEMENTARY WORK (THE BROOK)

I. Supplementary Story.

II. Conversation. Water, brooks, rivers, etc.

III. Poem. "The Runaway Brook," Eliza Follen in *Three Years with the Poets,* Houghton Mifflin Company.

IV. Songs.

(1) "Run, Little Rivulet, Run," Walker and Jenks in *Songs and Games for Little Ones,* Oliver Ditson Company.

(2) "The Brooklet," in *Lyric Music First Reader,* Scott, Foresman and Company.

(3) "An Invitation," in *Lyric Music Second Reader,* Scott, Foresman and Company.

V. Song Games.

VI. Occupation. Draw and cut things associated with brooks; as fish, frogs, etc.

VII. Project.

Sand table. Place stones in the brook. A bridge could be made also.

THE WINDMILL

First Step—The Oral Story.

Once upon a time there was a big, tall windmill that belonged to a farmer. It had worked hard many years, filling the trough with water for the horses, cows, and sheep.

But one day it said, "I will stop! I will not go round and round and round. I am tired and I want to rest." So the windmill was still all day.

By and by the wind came along. It said, "Come, Windmill! Why are you not at work? I will make you go round and round and round."

"No, no!" said the windmill. "I don't want you to help me. I don't want to go round and round and round. I want to be still all day. I am tired and I want to rest."

The wind said, "You must go round! The horses and cows want water. I will blow for you."

The wind blew and blew, but the windmill would not go, so at last the wind went away.

All day long the windmill rested.

In the evening the tired horses came home. They had worked hard for the farmer all day in the hot sun. The cows and sheep came home, too. They were all thirsty and ran to the windmill for a drink, but there was no water in the trough.

"Oh, Windmill," they cried, "will you be kind to us and give us some water?"

Then the windmill was not happy. It was sorry there was no water. "Oh, why didn't I work today?" it said to itself. "There is no water for the horses and cows and sheep." And the windmill was so sorry that it began to creak and groan. Then it called out to the wind, "Oh, Wind, come and help me!"

The wind came at once. "I will blow for you," it said. And it blew and blew until all at once the wheel of the windmill stopped creaking and groaning and began to whirl merrily around. Soon the trough was full of clear, cold sparkling water, and as the horses, and cows, and sheep drank, the windmill said to itself, "I will never rest again unless the trough is full."

—Kathlyn Libbey.

Second Step—Dramatization.

Third Step—Sentence, Phrase, and Word Development: Phonetics.

Sentences

Build sentences, using the words listed below.

Phrases

Once there was	will help you	would not go
will stop	round and round	would not bring
was still all day	must go	drank and drank

WORDS

Sight

(Review)	Once	there	will	stop	all
	blow	don't	us	happy	drank
(New)	windmill	water	help		

Phonetic

(Review)	round	came

Game No. 29, page 179.

PHONETICS (*ill*)

From *will* develop *ill* and the following words:

mill hill bill sill fill kill

Review: *ould ame ow ank.*

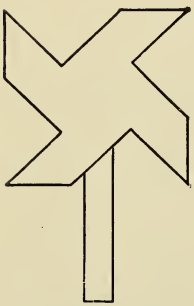
Game No. 38, page 181.

Fourth Step—Reading Lesson. (Primer, pages 96-99.)
Pages 98 and 99 may well be used for silent reading.
For suggestions see below.

SUGGESTIONS FOR SUPPLEMENTARY WORK (THE WINDMILL)

I. Supplementary Story. "The Wind's Work," Maud Lindsay in *Mother Stories,* Milton Bradley Company.

II. Conversation. Wind and Windmills.



III. Poem. "The Windy Days," Frances Sykes in *Story-Telling Time,* The Pilgrim Press.
"The Wind Song," Eugene Field.

IV. Song. "The Windmill," Jessie L. Gaynor in *Songs of the Child World,* Church.

V. Song Game. "The Windmill," Walker and Jenks in *Songs and Games for Little Ones,* Oliver Ditson Company.

VI. Projects.
(1) Make pin wheels and mount on sticks.
(2) Sand Table.
Make a windmill and watering trough.

WHO LIKES NORTH WIND?

First Step—The Oral Story.

"Oo-oo! Oo-oo!" said North Wind to himself one day. "I am tired of playing all alone. I will go through the woods and through the towns until I find a playmate."

So he went blowing along over the fields, calling out "Oo-oo! Oo-oo! Who will be my playmate?" After awhile he came to a little bird sitting in a tree. His feathers were all fluffed up, for he wanted to keep warm. "Peep, peep! Peep, peep!" said the bird when he heard North Wind. "How cold the wind is! Winter is coming. I must fly away. Good-bye!" And away he flew to hunt for a warm home in the South.

"Oo-oo! Oo-oo!" said North Wind. "I wonder why everyone leaves when I come. Nobody seems to like me. How lonesome I am! I wish I could find a playmate."

He went blowing through the woods crying, "Oo-oo! Oo-oo! Who will be my playmate?" Gray Squirrel sat on the ground, under a tree. He heard North Wind coming, and said to himself, "How cold the wind is! Winter is coming. There are nuts in the woods, and I will fill my nest with them. I can eat them in the winter. My nest will keep me warm. I will go to my home in the tree." Then away ran Gray Squirrel to fill his warm nest with nuts!

"Oo-oo! Oo-oo!" said North Wind. "See Gray Squirrel run away! Nobody likes me. I am lonesome and I wish I could find a playmate!" So he went blowing along until he came to a farm house. Black Kitty was in the yard. "Oo-oo! Oo-oo! Will you be my playmate?" called out North Wind. But Black Kitty did not even answer. He climbed up the door steps and cried out, "Mew, mew, mew! How cold the wind is! Winter is coming. I want to go into the house, for I can keep warm there. I can get some milk there, too. I can sleep on the warm floor. Mew, mew! Mew, mew! Let me come into the house!"

"Oo-oo! Oo-oo!" said North Wind. "Little Bird flew away from me. Gray Squirrel ran to his nest when he saw me coming. And now Black Kitty wants to go away from me, too. Nobody will play with me. Nobody likes me. I am so lonesome! How I wish I could find a playmate!"

Just then the door flew open and out ran a little boy named Jack. "Hurrah! Hurrah!" he cried, as he ran to the barn, waving his cap for joy. "How cold the wind is! Winter is coming, and it is going to

snow. I will make a snow man. I will ride down the hill on my sled, too. Hurrah! Hurrah! Hurrah!"

North Wind blew upon Jack's nose and cheeks until they were as red as they could be. "Oo-oo! Oo-oo!" he said. "How happy I am now! At last I have found someone who likes me! I have found a playmate! Oo-oo, Jack, oo-oo! The white snow is coming. See! It is coming now! You and I will be playmates. How happy we will be! Oo-oo, Jack, oo-oo!"

—Folk Tale.

Second Step—Dramatization.

Characters

North Wind *Little Bird* *Jack* *Black Kitten* *Gray Squirrel*

Scene

Little Bird in a tree, Black Kitten at the door, Gray Squirrel on the ground, Jack running to the barn.

North Wind: Oo-oo! Oo-oo!

Little Bird: Peep, peep! Peep, peep! How cold the wind is! Winter is coming. I must fly away. Good-bye!

North Wind: Oo-oo! Oo-oo!

Gray Squirrel: How cold the wind is! Winter is coming. I must fill my nest with nuts to eat next winter. My nest will keep me warm, too.

North Wind: Oo-oo! Oo-oo!

Black Kitten: Mew, mew, mew! How cold the wind is! Winter is coming. I want to go into the house to get warm. I can get some milk there and I can sleep on the warm floor. Mew, mew! Let me come into the house.

North Wind: Oo-oo! Oo-oo!

Jack: Hurrah! Hurrah! How cold the wind is! Winter is coming, and it is going to snow. I will make a snow man. I will ride down the hill, too. Hurrah! Hurrah! Hurrah!

North Wind: Oo-oo! Oo-oo! How happy I am now! I have found a playmate. How happy we will be! Oo-oo, Jack, oo-oo!

Third Step—Sentence, Phrase, and Word Development: Phonetics.

SENTENCES

Build sentences, using the words listed below.

PHRASES

will fill	will make
will go	Let me come
will keep	How cold
will ride	down the hill

WORDS

Sight

(Review)	wind	warm	winter	coming	ground
	nest	nuts	yard	floor	ride
(New)	north	cold	let	hurrah	

Phonetic

(Review)	ground	fill	keep	man
(New)	snow	hill		

Game No. 39, page 181.

PHONETICS *(ōw, sn)*

Review *ill, eep, an, ound.*

Game 25, page 178.

From *blow* develop *ow* and the following words:

snow grow slow crow

From *snow* develop *sn* and the following words:

snag snap snake

Fourth Step—Reading Lesson. (Primer, pages 100-104.)

SUGGESTIONS FOR SUPPLEMENTARY WORK (WINTER AND NORTH WIND)

I. Supplementary Story. "The Snowball," Maud Lindsay in *A Story Garden,* Lothrop, Lee and Shepard.

II. Conversation. Winter.

III. Poem. "Snow," Mary Mapes Dodge.

IV. Songs.

(1) "Sleighing Song," Jessie L. Gaynor in *Songs of the Child World,* Part I, Church.

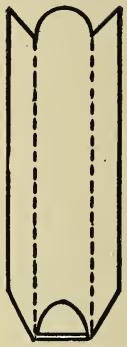
(2) "Sliding," in *Lyric Music Primer,* Scott, Foresman and Company.

V. Song Game. "Skating Game," Reed and Brockman in *Timely Games and Songs,* The Pilgrim Press.

VI. Occupation.

(1) Cut snowflakes.

(2) Cut sled.



HOW PATTY GAVE THANKS

First Step—The Oral Story.

Farmer Gray always shut his animals in the warm barn at night in the fall and winter. He wanted them to be snug and comfortable for the night. But in the morning he turned them all into the barnyard. One bright November morning, when the sun was shining warmly, the gentle old cow shook the bell that was tied to her neck until it rang and rang and rang. All the other farm animals hurried to her to see why she was

ringing the bell. "Good morning to you all!" she said. "I have something to tell you. Can you guess what it is?"

"Is it about a little girl?" asked Bob, the horse.

"Yes," answered the cow. "It is about a little girl. Can you guess who she is?"

Then one of the sheep spoke up and said, "Maybe it is Master's little daughter, Patty. Is it something about Patty?"

"Yes," answered the cow. "You made a good guess. It is about Patty."

"I want to hear about Patty," said Bob. "We all love Patty."

"Yes," said the sheep. "Tell us about Patty."

Then the gentle old cow began her story. She said, "What a good girl Patty is! She came to me this morning and began to stroke my forehead, and said, 'Good morning, Cow. This is Thank-you day. You give me milk for my breakfast. I like your good milk, so I have come to say, 'Thank you, Cow, thank you.' Then the dear child put a sweet juicy apple into my mouth and laughed to hear me crunch it. I am so glad that my milk is good and rich. I like to give milk to Patty."

"What you say is true, Friend Cow. What a kind little girl she is!" said Bob.

"Did you see Patty, Bob?" asked the sheep.

"Yes," answered Bob. "Patty came to me, too. She said, 'You dear horse! You give me rides. Thank you, Bob, thank you!' She patted me and patted me. Then, bless her heart! she gave me a big armful of nice, sweet hay. I tell you I will give her a ride soon."

When Bob had finished speaking, the gentle old cow said, "How kind Patty is! Bob likes to give her rides; I like to give her milk."

"Did Patty thank you, Sheep?" asked Bob.

"Yes," answered one of the sheep. "She came to us, too. I can tell you I was surprised when she brought me and the rest of the flock a dish of salt this morning. She said, 'Good morning! I know what you give me, Sheep. You give me wool. The wool keeps me warm. Our balls of worsted are made of your wool, and so is the dress I have on. Thank you, Sheep, thank you!' Then she gave us some water."

When the sheep had finished speaking, the gentle old cow said, "How kind Patty is! Bob likes to give her rides; sheep like to give her wool; I like to give her milk."

By and by the cow spoke up again. "Friend Bob," she said, "did Patty thank the hens, too?"

"Yes," answered Bob. "I heard her thank them. Then she gave them some corn."

"What do the hens give Patty?" asked the sheep.

"They give her eggs," answered the cow.

Then Bob said, "Patty told the hens that she liked their eggs for breakfast, and that her mother made cake with some of the eggs, too. Patty said 'Thank you' to us all. I wonder what put it into her head to come and thank us this morning."

"It was her good little heart that put it into her head to come and thank us all," said one of the sheep, wisely. "I heard Master say that this is Thanksgiving Day. I heard Patty's grandfather ask her this morning if she knew why Thanksgiving Day is kept. She answered, "Oh, yes! It is the day to say Thank you, for everything, and that is why I hurried out into the barnyard this morning.' And her grandfather said, 'To whom did you say Thank you, out in the barnyard?' And Patty answered, 'Why to all of them; to Bob, and the cow, and the sheep, and the hens!' Then I heard her grandfather say, 'I am glad that you remembered the kind, useful animals that give us so many things to make us happy and comfortable.'"

And when the sheep had finished speaking, the gentle old cow said, "How kind Patty is! Bob likes to give her rides; sheep like to give her wool; hens like to give her eggs, and I like to give her milk. Moo, moo! Good Patty."

—Emilie Poulsson in *In the Child's World.*

Second Step—Dramatization.

Third Step—Sentence, Phrase, and Word Development: Phonetics.

Sentences

Build sentences, using the words listed below.

Phrases

about a little girl	How kind
about Patty	keeps me warm
your good milk	heard her thank

WORDS

Sight

(Review)	something	guess	thank	milk	apple
	did	rides	wool	heard	
(New)	about	Patty	patted		

Phonetic

(Review)	tell	dear	kind
(New)	know		

Game No. 29, page 179.

PHONETICS (*kn* and *out*)

From *know* develop *kn* and the following words:
knot *knit* *knee*

From *out* develop *pout* and the following words:
about *snout* *rout* *shout*

Fourth Step—Reading Lesson. (Primer, pages 106-110.)

SUGGESTIONS FOR SUPPLEMENTARY WORK (THANKSGIVING)

I. Supplementary Story. "The Visit," Maud Lindsay in *More Mother Stories,* Milton Bradley Company.

II. Conversation. Thanksgiving.

III. Poem. "Thanksgiving Day," Lydia Maria Child.

IV. Song. "The First Thanksgiving Day," Jessie L. Gaynor in *Songs of the Child World,* Part II, Church.

V. Song Game. "Thanksgiving Song," Gaynor in *Songs of the Child World,* Part I, Church.

VI. Occupation. Illustrate the above poem, "Thanksgiving Day."

THE LITTLE CHRISTMAS TREE

First Step—The Oral Story.

Three fir trees once lived on a hill. One tree was tall and beautiful, with wide-spreading branches; one tree was not so tall, but it was growing bigger every day; one was a little tree, but it hoped that some day it would be as tall as its biggest brother.

Summer had passed and all the maple trees and oak trees and birch trees had lost their leaves long ago. One day the snow began to come down upon the three trees and soon it covered the ground. "Christmas is coming!" said the trees. "We want to be Christmas trees! Santa Claus will soon come and take us away. It will be great fun!"

By and by a little bird came hopping along over the snow. The little bird was lost and could not find his mother. Poor little bird! He was so cold and weak that he could not fly, but he hopped along until he came to the big fir tree. "Are you a kind tree?" he asked. "May I sit in your branches? The snow is so cold!" The big tree said, "No, no! Little Bird. I don't want birds in my branches. I am going to be a Christmas tree!" And it drew its branches away from the poor little bird.

"How cold I am," said the bird to himself. "I wish I could find a kind tree! It would keep me warm." He went on up the hill. Soon he came to the next fir tree. "Are you a kind tree?" he asked. "May I sit in your branches? The snow is so cold! I am lost, dear Tree, and I cannot find my mother." Now this tree was not kind, either. It was just like the first tree. So it said, "No, Little Bird, no! I don't want birds in my branches. I am going to be a Christmas tree!"

So the little bird went on up the hill. Soon he came to the little fir tree. He was almost afraid to ask again, but he knew that night would come by and by, and that he must find a warm place to stay. So he said, very softly, "Little Tree, I am lost. May I sit in your warm branches? The snow is so cold!" Now the little fir tree was kind. It was not like the other fir trees. So it said, "Oh, yes, dear Bird! You may sit in my branches. I shall be glad to have you here."

How happy the little bird was! The little fir tree was happy, too; it stood straight up, trying its best to keep the wind off the little bird. By and by the bird heard something—he heard the sound of silvery bells. A sleigh was coming up the hill—a sleigh drawn by a reindeer! It came nearer and nearer. It did not stop at the big fir tree; it did not stop at the next fir tree; on it went until it came to the little tree, and then the reindeer stopped. "It has come to us!" said the bird.

Out jumped a man, with long white whiskers. Can you guess who he was? "What a pretty tree!" he said. "I want it for a Christmas tree!" So he took the little fir tree with him in the sleigh. He took the little bird, too. "I will take you to Patty," he said to the bird. "She will keep you warm." Away they all flew over the snow in the sleigh drawn by the reindeer. How happy the little bird was! How happy the little tree was, too! For the silvery bells kept ringing and ringing—and they seemed to say, "You are going to be a Christmas tree, kind little fir, you are going to be a Christmas tree!"

—Mary McDowell.

Second Step—Dramatization.

Third Step—Sentence, Phrase, and Word Development: Phonetics.

Sentences

Build sentences, using the words listed below.

Phrases

was not so big	next tree	at the big tree
was lost	was not kind	at the next tree
could not find	was kind	What a pretty tree

Words

Sight

(Review) hill snow coming along wish stop

(New) upon Christmas branches sleigh jumped

Phonetic

(Review) hill snow

(New) other

Games Nos. 41 and 42, page 181.

Phonetics (*other*)

From *mother* develop *other,* and the following words:

brother *another*

Game No. 42, page 181.

Fourth Step—Reading Lesson. (Primer, pages 111-116.)

SILENT READING EXERCISE

Seat work in silent reading may well be given here, based on Card 18, New Set VII-A.

SUGGESTIONS FOR SUPPLEMENTARY WORK (CHRISTMAS)

I. Supplementary Stories.

(1) "The Little Fir Tree," Hans Christian Andersen.

(2) "Santa Claus," Maud Lindsay in *A Story Garden,* Lothrop, Lee and Shepard.

II. Conversation. Christmas.

III. Poem. "The First Christmas," Emilie Poulsson in *Three Years with the Poets,* Houghton Mifflin Company.

IV. Songs.

(1) "Christmas Carol," Jessie L. Gaynor in *Songs of the Child World,* Part I, Church.

(2) "Christmas Presents," in *Lyric Music Primer,* Scott, Foresman and Company.

(3) "My Dream," in *Lyric Music First Reader,* Scott, Foresman and Company.

V. Song Game. "The Legend of the Christmas Tree," Jessie L. Gaynor in *Songs of the Child World,* Part I, Church.

VI. Project. Poster. Christmas tree with Santa Claus, sleigh, etc., or toys, stockings, etc.

VII. Occupation. Silent Reading and Crayoning, New Set VII-A, Card 18. To follow page 116 of the Primer.

OUR FLAG

First Step—The Oral Story.

(Memorize this poem.)

I know three little sisters.
You know the sisters, too,
For one is red, and one is white,
The other one is blue.

Hurrah for the three little sisters!
Hurrah for the red, white, and blue.
Hurrah! Hurrah! Hurrah! Hurrah!
Hurrah for the red, white, and blue.

I know three little sisters.
Three sisters you can tell;
For one is love, one, purity,
One, truth we love so well.

Hurrah for the three little sisters!
Hurrah for the red, white, and blue.
Hurrah! Hurrah! Hurrah! Hurrah!
Hurrah for the red, white, and blue.

—E. L. McCord.

Second Step—Dramatization.

Characters

Children to say poem — *A child to represent Purity*
A child to represent Love — *A child to represent Truth*

Scene

The three children carrying flags march in from cloak room or hall. Children in seats repeat the poem. As "red" is mentioned the child representing Love bows. When Love is mentioned the same child bows again. In turn the children representing Purity and Truth respond similarly. All salute the flag at the last line of each stanza.

Third Step—Sentence, Phrase, and Word Development: Phonetics.

Sentences

Build sentences, using the words listed below.

Phrases

three little sisters — The other one — red, white, and blue

Words

Sight
(Review) three sisters white blue
Phonetic
(Review) know red

Game No. 43, page 182.

PHONETICS (Review *fl* and *ow*)

flag	fly	floor	know
flat	flowers	snow	blow

Fourth Step—Reading Lesson. (Primer, page 117.)

SUGGESTIONS FOR SUPPLEMENTARY WORK (OUR FLAG)

I. Supplementary Story. "The Red, White, and Blue," Laura E. Richards in *Five Minute Stories,* Dana Estes and Company.

II. Conversation. Flag.

III. Poem.

IV. Song.

(1) "America."

(2) "Salute to the Flag," Jessie L. Gaynor in *Songs of the Child World,* Part I, Church.

(3) "Our Flag Is There," in *Lyric Music Primer,* Scott, Foresman and Company.

V. Song Game. "Our Flag," Tomlins in *The Child's Garden of Song,* A. C. McClurg and Company.

VI. Project.

Make flag by using red, white, and blue paper.

THE EASTER RABBIT

First Step—The Oral Story.

One day Little Rabbit was sitting by the roadside, when all at once he saw Ray and May coming along, hand in hand. They did not see Little Rabbit, for he was behind some bushes. "Easter is coming soon," said May. "Let us make a nest in the yard. The Easter Rabbit will see it and leave pretty eggs in it for us—blue eggs and red eggs and eggs of all

colors." "All right," said Ray. "Let us make a nest. Let us begin now." And away the children ran to get grass and hay for the nest.

Little Rabbit had heard everything Ray and May said. He thought it would be great fun if he could play that he was the Easter Rabbit and put eggs into the children's nest. So he ran straight home to his mother and said, "Mother, I want to be the Easter Rabbit."

"What is the Easter Rabbit?" asked his mother in surprise, for she had never heard of such a thing in all her life.

"Oh, he is the rabbit that puts pretty eggs into children's nests every Easter," answered Little Rabbit. "Ray and May are going to make a nest in the yard. I heard them say so. I want to put eggs into it."

"Oh, no, Little Rabbit," said his mother. "Do not go away from home. You must not let Ray and May see you. They will catch you."

"I like Ray and May," said Little Rabbit. "They will not catch me." And he kept thinking what fun it would be to put Easter eggs into the children's nest.

By and by Mother Rabbit went to the garden to get some dinner, and just as soon as she was out of sight, Little Rabbit ran to see if he could find Easter eggs for the nest. Over the field and down the road he ran. Ray and May saw him and ran after him, shouting, "Stop, Little Rabbit, stop! Let us catch you. We want to give you some dinner!" But Little Rabbit ran too fast for them, and called out,

"Boys and girls cannot catch me,
For I'm the Easter Rabbit, you see!"

He thought it was great fun to lead Ray and May such a chase—but dear me, all at once he ran right into a net that someone had put in the yard! Before he could set himself free, Ray came up to him and said, "Oh, now we have you, Little Rabbit! We will keep you in the barn."

So they took him to the barn, and patted him, and gave him green leaves for dinner. But poor Little Rabbit was frightened and wanted to see his mother. When Ray and May saw that he was not happy, they said, "Let us take him to the yard and set him free. He will put Easter eggs into the nest." So they took Little Rabbit to the yard and set him free. How he did run down the road! But as he ran away he heard Ray and May crying, and he felt so sorry for them that he stopped. "I will go back to the yard," he said. "I want to make Ray and May happy. I want to be the Easter Rabbit. I will look for Easter eggs in the yard."

So Little Rabbit ran back to the yard and hunted everywhere for pretty Easter eggs. But he could not find a single egg. Then he looked in the

nest that Ray and May had made to see if any other rabbit had left Easter eggs in it. Can you guess what he saw there? He was so surprised that all he could say was, "Dear me! Dear me!" over and over. For there in the nest were two pretty little kittens—one white as snow, the other black as coal. And while he was peeping at them from behind a bush, the mother cat came along. She was carrying a gray kitten in her mouth, and she put it into the nest, too.

Just then May came to the nest to see if the Easter Rabbit had left any Easter eggs in it. When she saw the kittens she clapped her hands in surprise and joy, and called out to Ray, "Come, Ray! See what is in the nest!" Ray came running as fast as he could. "Three baby kittens!" he cried. "They are prettier than any Easter eggs." How happy Ray and May were! Little Rabbit was happy, too. "I guess I am not the Easter Rabbit, after all," he said to himself. "The cat is the Easter Rabbit!" Then he ran home to his mother.

—ANNE SCHUTZE.

Second Step—Dramatization.

Third Step—Sentence, Phrase, and Word Development: Phonetics.

SENTENCES

Build sentences. using the words listed below.

PHRASES

came along
coming soon
will leave pretty eggs
will go back
could not find any

WORDS

Sight

(Review) road make want patted
(New) Easter stopped

Phonetic

(Review) find gray
(New) Ray

Game No. 44, page 182.

PHONETICS (*et*)

From *let* develop *et* and the following words:

get wet set met net pet

Game No. 45, page 182.

Fourth Step—Reading Lesson. (Primer, pages 118-123.)

Pages 119, 120, 122, and 123 may well be used for silent reading.

For suggestions see pages 308, 316 of the Manual.

SUGGESTIONS FOR SUPPLEMENTARY WORK (EASTER)

I. Supplementary Stories.
   (1) "Old Man Rabbit's Thanksgiving Dinner," Carolyn S. Bailey in *For the Story Teller,* Milton Bradley Company.
   (2) "Cinderella's Egg Hunt," Madge Bigham in *Stories of Mother Goose Village,* Rand, McNally and Company.

II. Conversation. Easter.

III. Poem. "Lily of the Resurrection," Lucy Larcom.

IV. Song. "Easter Song," Jessie L. Gaynor in *Songs of Childhood,* Part I, Church.

V. Song Game.

VI. Projects.
   (1) Cut Easter lilies and mount for Easter cards.
   (2) Cut Easter eggs and color.

IN THE BARNYARD

First Step—The Oral Story.

White Cow, Piggy Wig, Red Hen, and Gray Pony lived together in a big barnyard. One fine morning the barnyard folk were up very early.

"Woof, woof!" said Piggy Wig. "What a good day to eat and sleep!"

"Cluck, cluck!" said Red Hen. "What a good day to go to the garden! I can find some corn there."

"Moo, moo!" said White Cow. "What a good day to eat hay!"

"Good morning," said Gray Pony. "What a good day to give rides!"

When the other barnyard folks heard Gray Pony talk about giving rides, they all began to laugh at him.

"Woof, woof, Gray Pony!" said Piggy Wig. "I want to eat and sleep. I don't want to give rides."

"Cluck, cluck!" said Red Hen. "I want to go to the garden. I don't want to give rides."

"Moo, moo!" said White Cow. "I want to go to the meadow. Master has left haycocks there. I want to eat some of the nice sweet hay. I don't want to give rides."

But Gray Pony said, "You may spend the day as you want to, but as for me, I want to run. I want to give Master a ride."

Just then the master came to the barnyard and said, "Piggy Wig, you may eat and sleep all day. Red Hen, go to the garden and you will find something to eat there. White Cow, go to the meadow and you will find hay there. Gray Pony, come to me and we will go to see a sick girl who lives far, far away." For Gray Pony's master was a doctor, and he wanted to make the sick girl well.

Then the master saddled Gray Pony and jumped upon his back. Away they went galloping, galloping, galloping, and by and by they came to the home of the sick girl.

The master went into the house and left Gray Pony waiting patiently at the gate. Before long the master came back to Gray Pony and said, "We helped the sick girl and soon she can go out to play. You are a good pony. Now we can go home."

Gray Pony was so happy that he tossed his head and neighed. When the master jumped upon his back, away he went galloping back to the barnyard. He found all the other barnyard folk waiting to meet him.

"Cluck, cluck, Gray Pony!" said Red Hen. "I ate corn in the garden. What a good day I have had!"

"Moo, moo!" said White Cow. "What a good day I have had! I ate hay in the meadow."

"Woof, woof!" said Piggy Wig. "What a good sleep I have had! I had a good dinner, too."

Then Gray Pony said, "How happy I am! I have had a good day, too! I helped the little girl."

—Frances Weld Danielson.

Second Step—Dramatization.

Third Step—Sentence, Phrase, and Word Development: Phonetics.

SENTENCES

Build sentences, using the words listed below.

PHRASES

a big barn yard	What a good day	Away they went
eat and sleep	far, far away	came back

WORDS

Sight

(Review) meadow master jumped helped

(New) pony sick galloping

Game No. 28, page 179.

Phonetic

(Review) hay good

PHONETICS (*Review*)

Game No. 40, page 181.

Fourth Step—Reading Lesson. (Primer, pages 124-128.)

SUGGESTIONS FOR SUPPLEMENTARY WORK (BARNYARD ANIMALS)

THE HORSE

I. Supplementary Stories.

(1) "A Wise Old Horse," in *In the Child's World,* Milton Bradley Company.

(2) "The Little Gray Pony," Maud Lindsay in *Mother Stories,* Milton Bradley Company.

II. Conversation. Horse.

III. Poems.

IV. Song.

V. Song Game. "The Little Pony," Hailmann in *Songs, Games, and Rhymes,* Milton Bradley and Company.

VI. Occupation.

(1) Free-hand cutting of horse.

(2) Fold wagon.

THE COW

I. Supplementary Stories.

(1) "Imgard's Cow," Maud Lindsay in *More Mother Stories,* Milton Bradley Company.

(2) "Patsy the Calf," Maud Lindsay in *More Mother Stories,* Milton Bradley Company.

II. Conversation. Cow.

III. Poem. "The Spotty Cow," Laura E. Richards in *Five Minute Stories,* Dana Estes and Company.

IV. Song. "Thank You, Pretty Cow," Hailmann in *Songs, Games, and Rhymes,* Milton Bradley Company.

V. Occupation. Free-hand cutting of cow and milk pails.

ALICE AND THE BIRD

First Step—The Oral Story.

The bright sun was up, shining, and it was time for all children to be up, too, but a little girl named Alice was still lying asleep in her bed. "Wake up! Wake up!" twittered the wee little, sweet little voice of a bird just outside her window. Little Alice popped her black eyes wide open

and listened. "Wake up, Little Girl! Wake up!" sang the bird. Then Little Alice hopped right out of her bed and ran to the open window to look out. There sat the little bird in a tree, twittering, "Wake up, Little Girl! Wake up!"

Alice dressed herself as quickly as she could, in a neat little blue frock, and ran down stairs to breakfast. After breakfast she took her doll and went to play with Patty. At first Alice and Patty played happily with the doll and had no end of fun. But by and by the sun grew hot, and the two little girls began to grow cross. When Alice was holding the doll, Patty cried, "I want the doll! Give it to me!" Then Alice held it tight in her arms and said, "No, I want it. It is my doll!" All at once Alice heard the wee little, sweet little voice of the bird singing, "Give up! Give up!" Alice looked up and there in the tree sat the little bird, twittering, "Give up! Give up!" "I hear you, Little Bird," said Alice. "I will give up! I will give up! Patty, you may have the doll." And Alice smiled and put the doll in Patty's lap. And after that, the two little girls played happily together until it was time for dinner.

When Alice went home to dinner she could not find her mother anywhere in the house. "Oh, where is Mother?" cried the little girl. "I want my dinner!" She felt so lonesome and hungry that two big tears rolled out of her black eyes and fell on her neat little blue frock. Just then she heard a wee little, sweet little voice twittering, "Cheer up! Cheer up!" "Thank you, Little Bird," said Alice, beginning to laugh. She looked up and there sat the bird in a tree, twittering, "Cheer up, Little Girl! Cheer up!" "I will cheer up! I will be happy!" said Alice. Then she ran to play with her black kitten. She sang merrily, and was happy while she waited for her mother.

By and by Alice's mother came home. After dinner she took Alice for a long ride. The happy little girl saw the blue sea and the yellow sand and the white daisy fields and the green woods. Then her mother put Alice to bed, but she was so wide awake thinking about the sea and the sand and the fields and the woods that her black eyes would not shut up. All at once she heard a wee little, sweet little voice twittering, "Shut them up, Little Girl! Shut them up!" This time Alice knew without looking that it was the same little bird that had been near her all day. So she called out from her snug little bed, "I will shut them up, Little Bird! Thank you for your cheery songs!" And soon she was fast asleep. How happy the little bird was! It had helped Alice all day.

—Emily Rose Burt in *Story-Telling Time.*

Second Step—Dramatization.

Third Step—Sentence, Phrase, and Word Development: Phonetics.

SENTENCES

Build sentences, using the words listed below.

PHRASES

fast asleep	jumped out of her bed	cheer up
Wake up	Give up	shut them up

WORDS

Sight

(Review)	sang	saw	want
(New)	doll	cheer	

Phonetic

(Review)	wake	took	bed
(New)	shut		

Game No. 14, page 177.

PHONETICS (*ut*)

From *nut* develop *ut* and the following words:

shut *but* *hut* *rut*

From *ed* develop *bed.*

Fourth Step—Reading Lesson. (Primer, pages 130-133.)

SILENT READING EXERCISE

Seat work in silent reading may well be given here, based on Card 19, New Set VII-A.

DARK PONY

First Step—The Oral Story.

Once upon a time there was a pony named Dark, who took little people to Sleepytown every night. One night as Dark Pony was galloping along the road, he was stopped by a little boy named Noddy. Noddy said,

"Take me down
To Sleepytown."

Then Noddy jumped upon Dark Pony's back and away they went galloping, galloping, galloping.

Soon they came to a little girl whose name was Niddy. Niddy said,

"Let me go, too.
Take me with you!"

Dark Pony stopped galloping and Niddy jumped up behind Noddy. "Go, go, Dark Pony!" she said. Away they went galloping, galloping, galloping.

Soon they came to a white dog. The dog said,

"Bow-wow-wow!
Take me now!"

So Dark Pony waited while Noddy jumped down to get the dog, and tucked it right under his arm. Then he jumped upon the pony's back and said, "Go, go, Dark Pony!" Away they went galloping, galloping, galloping.

Soon they came to a black cat, who cried,

"Mew, mew, mew!
Take me, too!"

When Dark Pony stopped galloping Niddy jumped down and picked up the black pussy. Then she jumped upon the pony and said, "Go, go, Dark Pony!" Away they went galloping, galloping, galloping.

By and by they came to a barn, and there on top of the barn was a red cock, crowing,

"Cock-a-doodle-doo!
Take me, too!"

When Dark Pony stopped for the Red Cock, Niddy said, "Come, Red Cock! You may sit behind me." So Red Cock sat behind Niddy, and away they went, galloping, galloping, galloping.

Soon they came to the woods. All at once a little gray squirrel jumped out from behind a tree and called to them merrily,

"Can you see
A place for me?"

Now Gray Pony couldn't see, but Niddy could, and she said, "Yes, Gray Squirrel, I see a place for you. Sit by the red cock."

So the squirrel jumped up and sat by the red cock, and then Niddy said, "Go, go, Dark Pony!" Away they went galloping, galloping galloping. galloping.

What a happy company they were as they went galloping on and on, each one in his own way singing a song. Soon the songs grew soft and low, and Dark Pony began to go very slowly.

At last Dark Pony stopped, for he had come to Sleepytown. All the eyes were shut. Niddy and Noddy and White Dog and Black Cat and Red Cock and Gray Squirrel were all fast asleep.

—Folk Tale.

Second Step—Dramatization.

Third Step—Sentence, Phrase, and Word Development: Phonetics.

Sentences

Build sentences, using the words listed below.

Phrases

may sit behind me	jumped up behind	on and on
fast asleep	Away they went	sang and sang
Let me go	Once there was	were shut

Words

Sight

(Review) once

(New) Sleepytown dark Noddy Niddy

Phonetic

(Review) night name shut

Game No. 46, page 182.

Phonetics (Review)

Fourth Step—Reading Lesson. (Primer, pages 134-140.)

Pages 136, 137, 138, 139, and 140 may well be used for silent reading.

For suggestions see pages 308, 316 of the Manual.

SILENT READING EXERCISE

Seat work in silent reading may well be given here, based on Card 20, New Set VII-A.

SUGGESTIONS FOR SUPPLEMENTARY WORK (SLUMBERLAND)

I. Supplementary Stories.

(1) "Little Sleepy Head," Maud Lindsay in *A Story Garden,* Lothrop, Lee and Shepard.

(2) "Lovely Moon," Maud Lindsay in *A Story Garden,* Lothrop, Lee and Shepard.

II. Conversation. Sleepytown and the Sandman.

III. Poem. "My Bed Is a Boat," Robert Louis Stevenson.

IV. Songs.

(1) "Lullaby," Jessie L. Gaynor in *Songs of the Child World,* Part II, Church.

(2) "Galloping" in *Lyric Music First Reader,* Scott, Foresman and Company.

V. Song Game. "Some Lullabies," Jessie L. Gaynor in *Songs of the Child World,* Part II, Church.

VI. Occupation.

(*a*) Cut moon and stars.

(*b*) Lesson 1. Silent Reading and Crayoning Cards, New Set VII-A, Card 19. To follow page 133 of the Primer.

Lesson 2. Card 20. To follow page 140 of the Primer.

SUMMARY OF PART FOUR

Phonetics

Vowels

$\bar{y}$

Consonants

t, k, j, l, p

Blends

(a) Beginnings.

cr	fl		sn	dr
br	sl		gr	
th	kn		tr	

(b) Endings.

en	et	ed	—	—	ell
—	it	—	ig	ing	ill
—	—	—	—	—	—
—	ut	—	—	—	—

ake	$\bar{e}\bar{e}$	īnd	$\bar{o}\bar{o}$	ound
and	eep	ight	ook	ould
ack	ear		ood	other
ame			ove	orn
ane			ŏw	out
ay			ŏw	
ate				

Final *e*.

Suffixes, *ing, ed*.

GENERAL SUMMARY OF PHONETICS

(Including Parts III and IV.)

Vowels

ō ē ȳ

Consonants

m, l, b, h, s, c (hard), d, n
f, w, r, g (hard), k, j, t, p

Blends

(a) Beginnings.

br		sh		fl
cr		th		sl
	kn		gr	dr
	sn		tr	

(b) Endings.

Plural in *s*.
Final *e*.
Suffixes *ing, ed*.

at	an	ay	—	—	—	—
et	en	—	ed	—	—	ell
it	—	—	—	ıg	ing	ill
—	—	—	—	—	—	—
ut	—	—	—	—	—	—

ake	ēe	īnd	o͞o	ound
and	eep	ight	ook	ould
ack	ear		ood	other
ame			ove	orn
ane			ōw	out
ay			ŏw	
ate				

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